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CENTRAL
MICHIGAN NORMAL
SCHOOL

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VOL. XXVII

QUARTERLY

NO. 2

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PUBLISHED BY THE NORMAL SCHOOL
MT. PLEASANT, MICHIGAN

1921

CENTRAL
MICHIGAN NORMAL
SCHOOL

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VOL. XXVII

QUARTERLY

NO. 2

YEAR BOOK
1920-1921

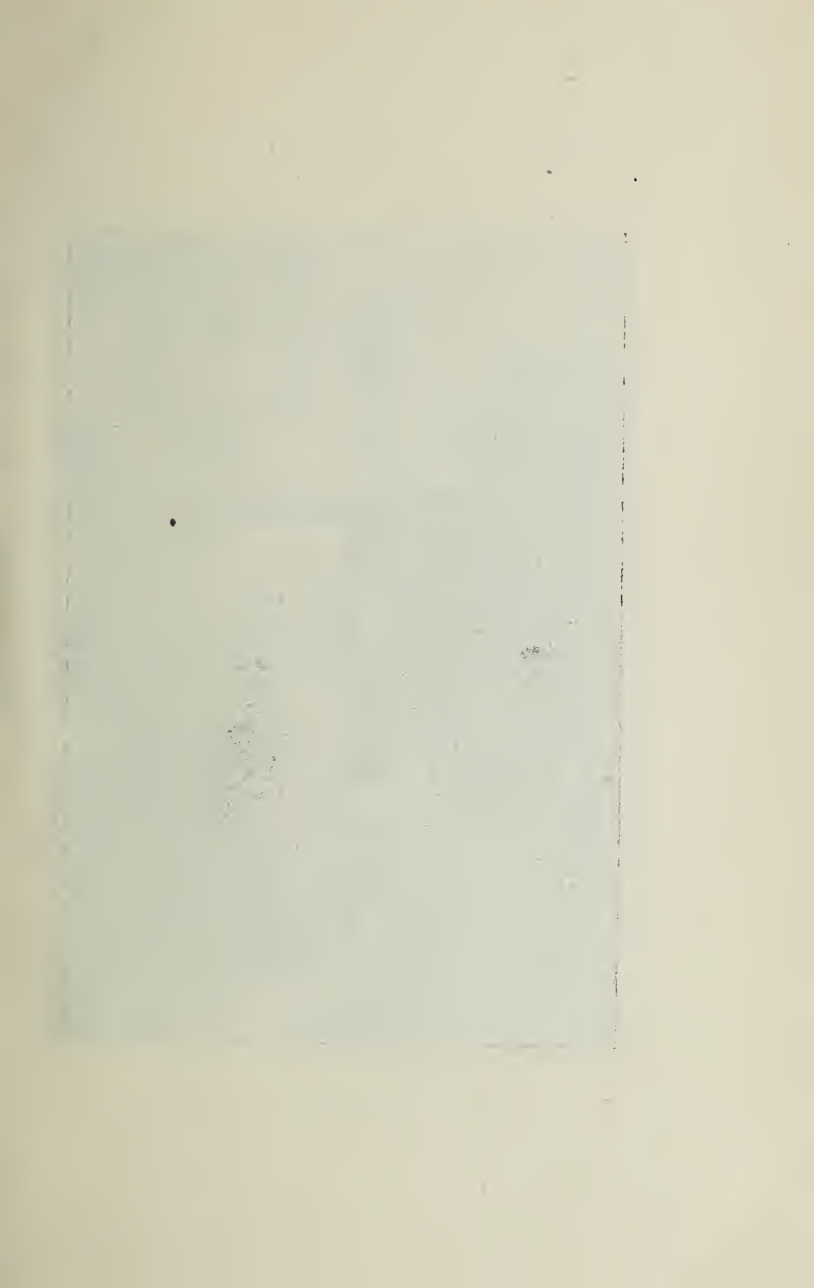
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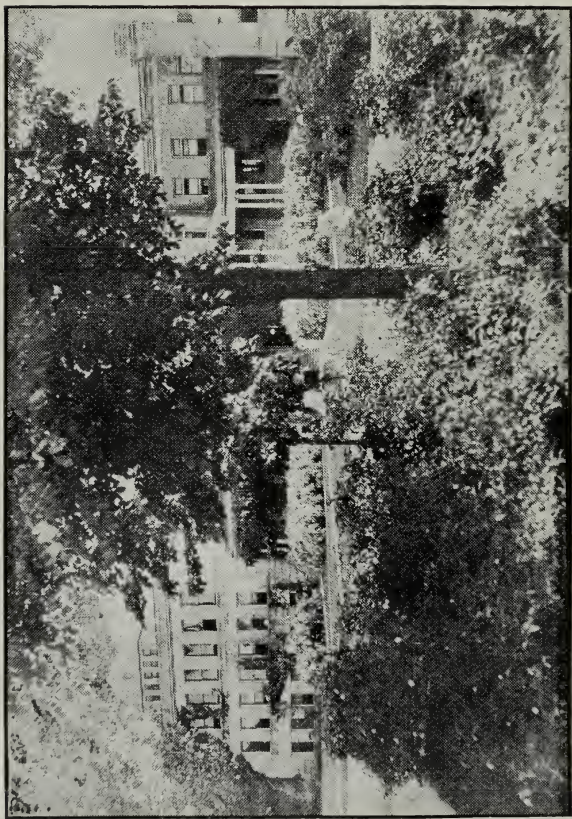
ANNOUNCEMENTS
1921-1922



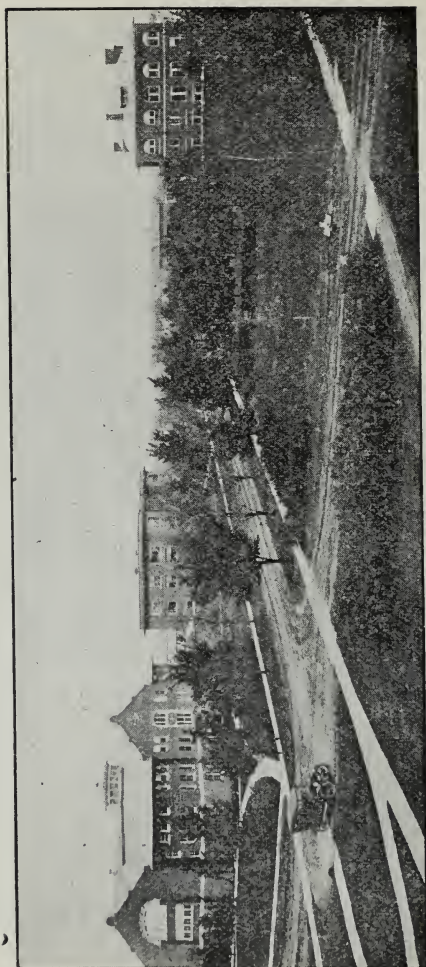
PUBLISHED BY THE NORMAL SCHOOL
MT. PLEASANT, MICHIGAN

1921





MAIN BUILDING



BUILDINGS AND GROUNDS

THE YEAR BOOK EDITION
OF THE
CENTRAL MICHIGAN NORMAL
SCHOOL QUARTERLY
FOR 1920-21
AND
ANNOUNCEMENTS
FOR
1921-1922



MOUNT PLEASANT, MICHIGAN
APRIL, 1921



THE PORTE-COCHERE AND WEST DRIVEWAY

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THE CHIPPEWA RIVER

M 58 June 14

1926/27 - 1929/30

Central Michigan Normal School

E. C. Warriner, President

STATE BOARD OF EDUCATION

Hon. Fred A. Jeffers.....President

Hon. A. M. Freeland.....Vice-President

Hon. Frank Cody

Hon. Thomas E. Johnson, Supt. of Public Instruction.....Secretary

Regular Meeting of Board last Friday of each month.

CALENDAR FOR 1921-1922

1921

SUMMER TERM

Summer term begins.....Monday, June 27
Summer term closes.....Friday noon, August 5

FALL TERM

Registration begins.....Monday, 8 a. m., September 26
Classes meet.....Tuesday, 8 a. m., September 27
Fall term closes.....Friday noon, December 16

1922

WINTER TERM

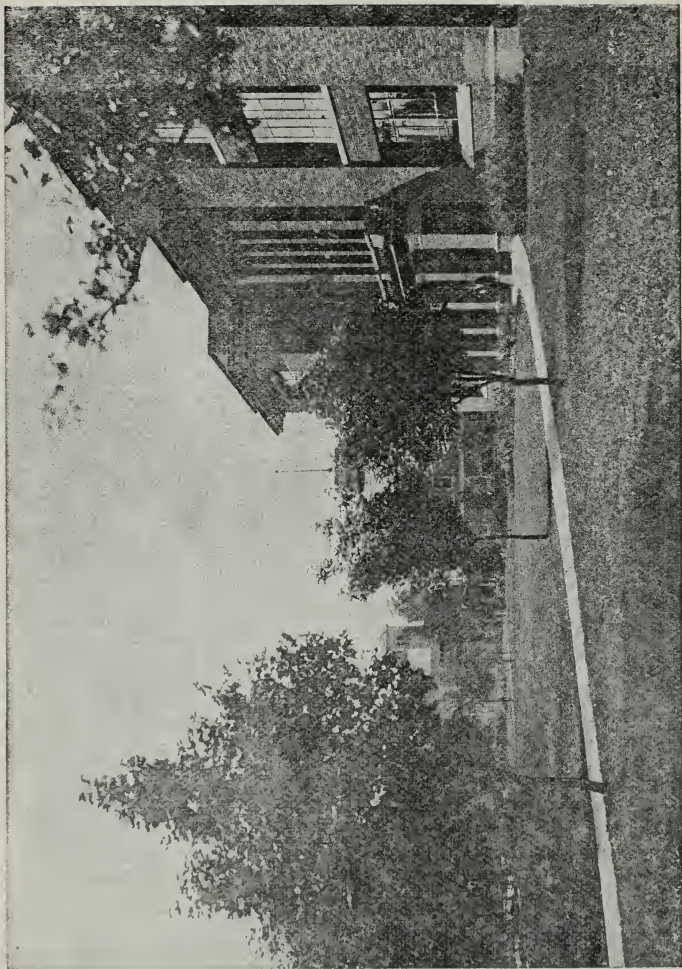
Registration begins.....Tuesday, 8 a. m., January 3
Classes meet.....Wednesday, 8 a. m., January 4
Winter term closes.....Friday noon, March 24

SPRING TERM

Registration begins.....Monday, 8 a. m., April 3
Classes meet.....Tuesday, 8 a. m., April 4
Commencement sermon.....Sunday, 8 p. m., June 18
Commencement exercises.....Tuesday, June 20

SUMMER TERM OF 1922

Summer term begins.....Monday, 8 a. m., June 26
Summer term ends.....Friday noon, August 4



AGRICULTURE AND GENERAL SCIENCE BUILDING

Faculty

1920-1921

E. C. WARRINER, President.

A. B., Michigan; A. M., Michigan; M. Pd., Michigan Normal College; graduate study, Clark, Harvard, Columbia.

HEADS OF DEPARTMENTS*

JOHN KELLEY.....Rural School
A. M., Columbia; graduate study, Chicago, Michigan.

ELIZABETH R. WIGHTMAN.....Art
Pratt Institute; graduate study, Chicago School of Applied and Normal Art; Ipswich Summer School; summer study in Europe.

ANNA M. BARNARD.....Foreign Languages
A. B., Michigan; A. M., Columbia; graduate study, Marburg University, Berlin and Rome.

CHARLES F. TAMBLING.....Physiology and Physical Education
A. B., Oberlin; A. M., Columbia; graduate study, Yale, Michigan, Harvard, Chicago.

MAE KROENIG WOLDT.....Biology
B. S., Michigan; M. S., Chicago; 1911-1912, Heidelberg.

R. D. CALKINS.....Geography
B. S., Chicago; M. S., Chicago; M. Pd. (Hon.), Michigan Normal College.

CLAUDE S. LARZELERE.....History and the Social Sciences
B. L., Michigan; A. M., Harvard; M. Pd. (Hon.), Michigan Normal College; graduate study, Chicago, Oxford.

EUGENE C. ROWE.....Psychology and Education
A. B., Olivet; Ph.D., Clark; psychology clinics, Vineland, Pennsylvania, Clark; clinical psychology and education, New York City.

IRA A. BEDDOW.....Reading and Speech
Ph. B., Michigan; graduate study, Michigan, Chicago, Columbia.

*The names of the Faculty are arranged under the several subdivisions in order of length of service in the school.

- MYRON A. COBB**.....Agriculture
B. S., Michigan Agricultural College; graduate study, Ames,
Michigan, Wisconsin.
- KENDALL P. BROOKS**.....Physics and Chemistry
A. B., Alma; A. M., Michigan; graduate study, Berlin, Goettin-
gen, Chicago, Wisconsin.
- WEBSTER H. PEARCE**.....Mathematics
A. B., Albion; A. M., Michigan; graduate study, Michigan; M.
Pd. (Hon.), Michigan Normal College.
- J. HAROLD POWERS**.....Music
State Normal School, Potsdam, N. Y.; Crane Normal Institute of
Music; voice study with Karleton Hackett, Chicago.
- JOHN M. MUNSON**.....Superintendent of Training School
Ph. B., University of Chicago; M. Pd. (Hon.), Michigan State
Normal College.

ASSISTANT PROFESSORS

- BERTHA M. RONAN**.....Physiology and Physical Education
Michigan Normal College; Michigan Agricultural College; Har-
vard Summer School; Teachers College.
- AMY M. BURT**.....History
Ph. B., Vermont; A. M., Columbia; graduate study, Columbia,
London School of Economics.
- †M. LEROY BILLINGS**.....Psychology and Education
A. B., Michigan; A. M., Michigan; graduate study, Chicago.
- O. W. TROUTMAN**.....Manual Arts
Wynderse Academy, Seneca Falls; patternmaker and instructor,
engineering department, Cornell; Wisconsin.
- FRANK E. ROBINSON**.....Commercial
Ferris Institute; Central Michigan Normal; Michigan.
- HELEN R. EMMONS**.....Kindergarten
Graduate, National Kindergarten and Elementary College; Col-
lege of Education, Chicago; Chicago School of Civics and Phil-
anthropy; Teachers College.
- ROSE J. HOGUE**.....Home Economics
B. S., Michigan Agricultural College.

INSTRUCTORS

- **EDITH A. BARNARD**.....English
A. B., Michigan; A. M., Columbia; Master's Diploma in English
Teachers College.

†Resigned, December, 1920.

**Absent on leave, year 1920-21.

- HARRY A. MILLER.....English
A. B., Michigan; graduate study, Michigan.
- ETHELYN C. CRAW.....Music
Graduate Public School Music, Junior College, Grand Rapids;
Western State Normal; Cornell; voice study with Helen Hunt,
Boston.
- KATHERINE SHERWIN.....Physical Education
B. S., Columbia University.
- G. DAVIS BRILLHART.....Music
Graduate Indianapolis Conservatory; American Conservatory;
student of Allen Spencer.
- ETHEL G. CAREY.....English
Ph.B., Alma College; graduate study, Columbia.
- LOU M. BARGEY.....Drawing
Graduate Syracuse University; Columbia.
- J. F. SIMMONSPhysical Education
A. B., Carthage (Ill.) College; graduate study, University of
Illinois.
- C. C. BARNES.....Commercial
Ferris Institute.
- ANNA B. HERRIG.....Psychology
State Normal, Oswego, N. Y.; graduate study, Columbia, Har-
vard, Chicago universities; Harvard Medical College.
- LELA DAVENPORT.....Commercial
Grand Rapids Business Institute and Secretarial College.

TRAINING SCHOOL

- JOHN M. MUNSON.....Superintendent
Ph. B., University of Chicago; M. Pd. (Hon.), Michigan State
Normal College.
- ADELAIDE JOHNSON.....Critic Teacher, Fourth Grade
Central Michigan Normal; B. S., Teachers College, Columbia,
Diploma Elementary School Supervision.
- INA BEST.....Critic Teacher, Second Grade
University of Minnesota; B. S., Teachers College, Columbia;
Diploma Elementary School Supervision Teachers College, Colum-
bia; A. M., Teachers College, Columbia.
- HELEN R. EMMONS.....Kindergarten
Graduate, National Kindergarten and Elementary College; Col-
lege of Education, Chicago; Chicago School of Civics and Phil-
anthropy; Teachers College, Columbia.

ETHEL M. WOOLHISER.....Critic Teacher, First Grade
State Normal School, Whitewater, Wisconsin; Teachers College
Columbia University; Chicago University; Kindergarten Primary
Supervisor's Certificate, University of Chicago.

MARY ELIZABETH BARRY.....Critic Teacher, Fifth Grade
Central Michigan Normal; University of Minnesota; Teachers
College, Columbia.

KATHLEEN A. PHILLIP.....Principal Junior High School
Pd. B. and B. A., New York State College for Teachers; gradu-
ate study, Teachers College, Columbia.

MARION E. CRUM.....Critic Teacher, Rural School
Central Michigan Normal School.

MARY ELLEN RICH.....Critic Teacher, Sixth Grade
Central Michigan Normal School.

HELEN N. ROWE.....Critic Teacher, Junior High School
Central Michigan Normal School; Olivet; Clark University.

M. BERNECE TOMPKINS.....Critic Teacher, Third Grade
Michigan State Normal College.

BERTHA F. SMITH.....Critic Teacher, Junior High School
Michigan State Normal College.

Music, Drawing, Physical Training, Manual Arts, and Do-
mestic Science are taught by the teachers of these subjects
from the Normal Faculty.

LIBRARY

M. LOUISE CONVERSE.....Librarian
A. B., Michigan; New York State Library School.

ELIZABETH SAXE.....Assistant Librarian

Officers

President.....	E. C. WARRINER
Dean of Women.....	BERTHA M. RONAN
Registrar.....	FRANK E. ROBINSON

OFFICE STAFF

LENA ANN QUICK.....	Assistant Registrar
FANNIE MOORE.....	Stenographer
LAURA A. MOORE.....	Stenographer
ESCALENE ADRIAN.....	Stenographer
ROSALIE W. MILLER.....	Alumni Secretary

Standing Committees

1920-1921

ALUMNI—

Tambling, Calkins, Woldt, Burt

APPOINTMENTS—

Munson

ART AND DECORATIONS—

Wightman, Troutman, Bargey

ATHLETICS—

Tambling, Troutman, Billings, Pearce, Miller

BULLETIN—

Miller, Robinson, Munson, Barnes, Burt, Converse

CHIPPEWA—

Pearce, Wightman, Miller

CLASSIFICATION, ADV. STANDINGS AND GRADES—

Brooks (Life and Degree), Beddow (Limited), Kelley
(Rural), Wightman (Special), Munson (Six Weeks)

EMPLOYMENT FOR STUDENTS—

Troutman, Ronan

EXTENSION AND CORRESPONDENCE—

Larzelere, Warriner

GRADES—

Warriner, Tambling, Calkins

LECTURE AND MUSIC COURSE—

Pearce, Beddow, Powers, Rowe, A. Barnard, Robinson

PATRONS OF CLASSES—

Senior Life, Pearce; Junior Life, Troutman; Limited,
Wightman; Rural, Kelley

PUBLICITY—

Munson, Tambling, Robinson

RURAL SCHOOLS AND COUNTRY LIFE—

Kelley, Cobb, Robinson, Rich

SOCIAL AFFAIRS—

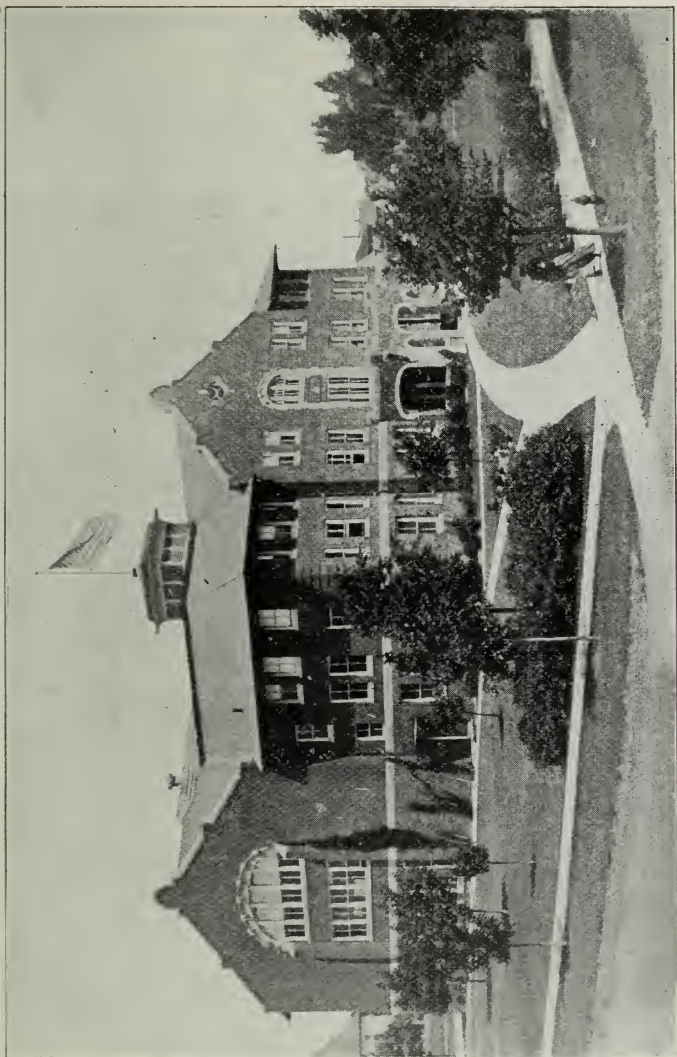
Ronan, Cobb, Billings, Barry, Hogue, Sherwin, Carey,
Simmons

STUDENTS LOAN FUND—

Warriner, Converse, Ronan, Robinson, Barnes

YEAR BOOK—

Robinson, Brooks, Woldt, Munson



VIEW OF THE GYMNASIUM

Central Michigan Normal School

Central Michigan Normal School prepares teachers for the public schools of Michigan—high school, elementary grades, rural schools. It trains teachers for such special departments as Agriculture, Commerce, Drawing, Kindergarten, Manual Training, Music, Physical Education. These courses are described in detail in this book.

Central Michigan Normal School is maintained by the State of Michigan. Its faculty, buildings and equipment are therefore of such excellence as will insure the student a training up to the best standards. The school is located at Mt. Pleasant, the geographical center of the Lower Peninsula. This city, thus easily reached, makes an ideal home for students.

RELATION TO HIGH SCHOOLS

By a ruling of the State Board of Education a high school is on the approved list of the several normal schools if it maintains a **FOUR YEARS'** course of study and employs at least two teachers who give their whole time to high school work.

Graduates from approved high schools are admitted to the Two-Year Life Certificate courses or One-Year Limited Certificate courses without examination.

Upon entering the Normal, high school graduates should file their high school standings with the chairman of the committee on advanced standings and graduation.

Students who have completed the tenth grade of an approved high school will receive full credit for the work done and will be admitted to the Four-Year Life Certificate courses, the Three-Year Limited Certificate courses, or the Advanced Rural School courses without examination.

RELATION TO COUNTY NORMAL SCHOOLS

On the Life Certificate courses advanced credit of 8 units is given to county normal graduates who have completed an approved high school course. This will enable such students to complete any one of the Life Certificate courses in one year and one term, or one year and two summer terms.

On the Limited Certificate courses advanced credit of 6 units is given to county normal graduates who have completed an approved high school course.

County normal certificates will be renewed a second time by the Superintendent of Public Instruction if the holder shall have completed four units which will count as advanced credit upon any course which the student is qualified to enter.



NORMAL WOODS

County normal graduates will be expected to take Penmanship, Public Speaking and Physical Education as outlined in the Courses of Study in which they are enrolled unless the required time in residence to finish such course of study is less than the time required to complete the course in Physical Education. Under such circumstances these students will be expected to take Physical Education while in residence.

All credits from county normals will be adjusted by the Committee on Advanced Standings.

RELATION TO FERRIS INSTITUTE

Graduates of the Normal Department of the Ferris Institute may complete a Life Certificate Course in one year.

Graduates of the Commercial and Shorthand Teachers Course, who hold a high school diploma or its equivalent, can complete in three terms a Life Certificate course.

RELATION TO THE MICHIGAN AGRICULTURAL COLLEGE

A plan has been adopted by the governing boards of the Michigan Agricultural College and Central Michigan Normal School by which students having completed the special course in Agriculture and the Allied Sciences at Central Normal are given two years' credit at the Michigan Agricultural College, thus enabling them to secure the B. S. degree at M. A. C. in two years.

The subjects in the Agricultural and Allied Science course have been carefully selected by a committee from the Michigan Agricultural College and Central State Normal School. These subjects apply directly on the course at Michigan Agricultural College for the preparation of teachers and are credited on other courses.

RELATION TO THE UNIVERSITY OF MICHIGAN

Graduates of Central Michigan Normal School on any of the courses leading to line certificates will be given fifty-six hours' credit at the University of Michigan, provided, (1) that they are graduates of high schools approved by the University and (2) that the subjects they have studied in Central Normal are recognized as of college grade; and (3) that they have had 2 units of foreign language in high school or 3 terms of a foreign language in the Normal.

Graduates from Central Michigan Normal School with the A. B. degree will be admitted to the Graduate School of the University under the usual conditions.

Expenses

TUITION

For all students, residents of Michigan, pursuing any of the courses listed in this year book the tuition is \$6.00 for each regular term of twelve weeks and \$4.00 for the summer term of six weeks.

For all students, non-residents of Michigan, pursuing any of the courses listed in this year book the tuition is \$10.00 for each regular term of twelve weeks, and \$5.00 for the summer term of six weeks.

No tuition will be refunded after the first week.

FEES

Diploma and Certificate.

Elementary Rural School Certificate.....	\$2.00
Advanced Rural School Certificate.....	2 00
Limited Certificate	2 00
Life Certificate and Diploma.....	3.00
Degree	3 00

Laboratory.

Chemistry, each term.....	\$1.00
Physics, each term.....	.50
Botany, each term.....	.50
Zoology, each term.....	.50
Manual Arts, laboratory courses, each term.....	1.00
Industrial Arts, each term.....	1.00

Athletic, Lecture and Concert fee, each regular term.....	2.50
Athletic, Lecture and Concert fee, summer term.....	2.00
Locker fee	.25

LIVING EXPENSES

Furnished rooms rent for \$3.50 or more a week, accommodating two students. Board may be had at students' clubs at very reasonable rates. Owing to falling prices, it is impossible to say just what board will cost during 1921-1922, but it is safe to say that it will be very moderate. Many students rent rooms for light housekeeping and thus lower their expenses appreciably.

Books, gymnasium suit, and other necessary material cost from twelve to thirty dollars a year. The total expense necessary for the year is from \$300 to \$350. Every student should come to Mount Pleasant with at least sufficient money to pay tuition and other necessary fees, and for room and board for the first term. Every student should also plan a small sum of money for incidentals, such as class dues, lecture course ticket, and similar needs.

Many students find employment in Mount Pleasant to help meet at least a part of their expenses. Waiting table at clubs, janitor work, and working in homes of the city are a few of the ways by which students may help to pay their expenses. The students who are successful in earning a part of their expenses are those who are fitted to do some kind of work especially well and who prove themselves dependable. It is not usually possible for a stranger to secure employment by letter as people employing students wish to see the applicant before making any agreement.

LUNCH ROOM

A student lunch room is operated in Room 7 of the main building, where lunches may be obtained at an expense from fifteen to thirty cents. Many students take advantage of this to reduce their living expenses.

STUDENTS LOAN FUND

In accordance with an act passed by the State legislature in 1899, providing that five or more persons may associate and incorporate themselves together for the purpose of establishing a loan fund for the benefit of scholars and students of this State and of assisting them to attend this or other State institutions, the faculty of the school is incorporated into such an association, and a committee of the faculty has in charge the securing of funds for such work. A small fund started in the spring of 1907, has been increased from time to time by plays, presented by students during the June commencement week and during the summer school. From this fund many loans are made to students who find it necessary, at times, to borrow. The terms of payment are made easy, generally allowing the students to return the money after they have graduated and begun teaching.

The board of directors elected by the faculty is as follows: President E. C. Warriner, Frank E. Robinson, M. Louise Converse, Bertha M. Ronan, and C. C. Barnes.

Students desiring to make loans should consult with the President of the school, who is president of the board of directors.

EMPLOYMENT BUREAU

The school aims to assist students to earn a part of their school expenses. The Dean of Women, Bertha M. Ronan, has charge of employment for girls; and O. W. Troutman, for men. A student who wishes to secure work should communicate with them before the opening of the term when such assistance is desired, stating in the letter of application, age, kind of work he is qualified to do, experience, and the course of study to be pursued in the Normal School.

Student Organizations

STUDENT COUNCIL

A Student Council was organized in December, 1920, for the purpose of establishing an easy and authoritative medium of communication between students and faculty and to preserve the useful traditions of the school. The membership consists of the presidents of the various classes and representatives from five classes elected by the student body.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association, represented by the Blue Triangle, is the friend of every girl on the campus. Membership in the organization is a stimulating experience, and the interest becomes greater every year. The aim of the association is the spiritual development of the girls and the promotion of Christian service among them.

Meetings are held each Tuesday. The programs are carefully planned, and aim to emphasize the relationship with the National organization in its varied activities, and to present the result of the work in foreign lands. The social life of the organization includes afternoon teas, picnics, parties, and a banquet.

A central field secretary visits the Association twice each year for conference and direction of the work.

YOUNG MEN'S CHRISTIAN ASSOCIATION

The Young Men's Christian Association was organized in 1911. The fundamental principle upon which the Y. M. C. A. works is that "no man is fully developed who is not mentally, physically, and spiritually strong." The association holds its regular Tuesday evening meetings in a room in the main building. Many good addresses are delivered by men of the faculty, by citizens, and by travelling secretaries from the association. The meetings may consist also of discussions of the Bible as applied to every day problems. The local association is in direct communication with the national headquarters at New York City, and the state headquarters at Detroit, which through publications keep the local organization in touch with world movements. This gives the members a rare opportunity to learn of the good work the Y. M. C. A. has done in the world war and the equally great part it is playing in reconstruction.

MERCIER CLUB

The Mercier Club is an organization of Catholic students and has for its object the cultivation of friendships and a spirit of good fellowship among its members, and the broadening of their knowledge of church history.

The club was organized in January, 1920, and was named for Cardinal Mercier so that his high ideals and life of beneficent and worthy action might inspire and motivate the lives of club members.

WARRINER LITERARY SOCIETY

The Warriner Literary Society was organized in April, 1918, and named in honor of President E. C. Warriner, who assumed the duties of president at that time. Its aim is to encourage among the girls of the school an interest in literature and acquaint them with the best writers both of the present and the past. A study of the leading movements of the day is also taken up. Besides its educational value it enables students to become better acquainted with one another. The literary programs being supplemented by social meetings. All girls who are attending the school are eligible to membership, but only twenty-five may belong at a time.

THE LUCY A. SLOAN LITERARY SOCIETY

The Lucy A. Sloan Literary Society, organized in the winter of 1912, is one of the important educational factors of the Normal. This society, named in honor of its first patroness, Lucy A. Sloan, has always aimed to carry out the high ideals of scholarship and character which she portrayed. Its programs lead to a greater appreciation of the best in literature. There are also social meetings which give opportunity for training along social lines as well as for forming friendships. All girls regularly enrolled as students of the Normal are eligible for membership, but the number is limited to twenty active members. The meetings are held every other Thursday evening.

DOUGLAS DEBATING CLUB

The importance of being able to express one's self in public, and of a knowledge of parliamentary law sufficient to assume leadership in a meeting is well known to men in the teaching profession. From time to time they are called upon to express themselves in public and to preside at meetings and this demands a knowledge of parliamentary procedure. These qualifications may be attained only through training in the art of public speaking, and by a study of the forms of the proceedings which govern any business meeting. In the Douglas De-

bating Club is found an answer to these needs. Here young men are given the opportunity of acquiring this necessary ability and knowledge in an interesting and beneficial way. The work taken up is so varied in character that every one may find some phase of it which particularly fits his needs. Officers are elected every term and no officer is allowed to succeed himself, which assures all an opportunity for leadership in the club. The regular meetings are held every two weeks on Wednesday evenings from 7 to 8.

KINDERGARTEN CLUB

The Kindergarten Club is an organization of students of the Kindergarten Department. The aim of this club is to develop its members along social and philanthropic lines. Many of the programs deal with phases of child education. The club this year has adopted one of the fatherless children of France. The regular meetings of the club occur the second and fourth Wednesday nights of each month.

GIRLS SOCIAL LEAGUE

The object of the Girls Social League is to promote social intercourse among the girls of the school and to help new students form friendships. To this end the League gives an informal party every two weeks either in the gymnasium or Women's Commons, usually on Friday afternoons from three to five o'clock. About twice a term the League invites the student body and the faculty to its meetings. In the winter term, the League gives a formal party in the evening. Any girl regularly enrolled in the Normal School and any woman on the faculty is eligible to membership.

AGRICULTURAL CLUB

The club consists of students specializing in the department of agriculture. It aims to train for leadership in games and songs and to teach how to organize and conduct boys' and girls' clubs. Problems pertaining to phases of agriculture not included in regular class room work are discussed. Occasionally outside speakers present topics of general agricultural interest.

HOME ECONOMICS CLUB

The members of the Home Economics Club are the girls specializing in that department. Programs are given which aid the girls in their participation in the social life and activities of the larger home or community. Various projects along the home economics line are carried out by the club.

THE RURAL CLUB

The Rural Club or Kelley Klub, as it is now called, is an organization of all rural school students for the study and discussion of rural school problems and for the general literary, cultural, and social needs of the members.

The meetings are held regularly every two weeks, and the series ends with the banquet in the spring term.

PHYSICAL EDUCATION CLUB

Membership in this club is limited to the girls who are specializing in the department of physical education. The aim of the club is to encourage and develop an interest in literary, social and physical activities which cannot be included in the regular daily program. Meetings occur regularly twice each month. Basketball in the winter term, hikes and a tennis tournament in the spring term are some of the important features of the club activities.

LE CERCLE FRANCAIS

Any members of the Normal school who have studied French are eligible for membership in the French club which was organized in February, 1921, called Le Cercle Francais. The club has set for its subjects of study French life and customs, history, literature, art and music; travel in France; French industries, political life, and present day movements and events. Songs and games in French, French anecdotes, poems and stories form a part of each program.

MUSIC ORGANIZATIONS

THE NORMAL CHORUS

The Normal Chorus, consisting of about one hundred voices, offers an opportunity to all students to become familiar with several forms of musical composition each year. The style of work covered ranges from concert programs with choral excerpts from the masterpieces to cantatas, oratorios and operas.

In the past few seasons the following works have been given: Handel's "Messiah", Gaul's "Joan of Arc", Cowen's "Rose Maiden", Verdi's "Aida", Hosmer's "Pilgrims of 1620". Also the light operas, "Chimes of Normandy" by Planquette, "Patience" by Sullivan, and the "Pirates of Penzance" by Sullivan. The last group were given by a smaller chorus. The principal work of each season centers around the May Festival.

Students who are in regular attendance throughout the year receive one unit of credit.

GLEE CLUBS

The Girls Glee Club of about twenty voices and a Men's Glee Club of sixteen voices are organized each year and appear on various programs and at informal occasions.

THE NORMALONIANS

An organization formed for the purpose of presenting a varied program of vocal and instrumental music, readings, and sketches in the form of a popular entertainment made its first appearance in 1919. The Normalonians aim to furnish an opportunity for specially talented students to appear frequently in public not only in the Normal School but in nearby towns.

THE NORMAL ORCHESTRA

It is planned each year to organize an orchestra from the students who play any orchestral instrument, and rehearse once a week. The orchestra appears in public in conjunction with the Chorus and on other programs.

Every student coming to the Normal who can play some orchestral instrument is urged to bring it and become a member of the orchestra. Student members who are in attendance regularly throughout the year will receive one unit of credit.

General Information

ALUMNI ASSOCIATION

The graduates of the school number almost 3500 and many of these are teaching in the state. All graduates of the school are members of the Alumni Association. This meets regularly twice a year: once at the State Teachers Association where headquarters are always maintained and a banquet given; and in June during Commencement week, when Alumni Day offers opportunities for reunions. The officers of the Association are: president, Rex Chapman, Shepherd; secretary-treasurer, Velora Faist, Gladwin.

Branch organizations have been established in Alma, Ann Arbor and Detroit.

TEACHERS BUREAU

While the faculty cannot promise to secure positions for the graduates of the Normal School, every effort is made to assist those who are thoroughly prepared in securing desirable positions in the public school service. For this purpose a teachers' bureau (See Standing Committees) has been organized. The bureau will have for its aim: first, to compile information concerning vacancies, and second, to recommend suitable candidates for these positions. Students who have done work of such character that they can be safely recommended by the faculty will have no difficulty in securing good positions.

The members of this bureau, as well as other members of the faculty, are equally interested in the welfare of former graduates of this school. All of these who have had successful teaching experience and are desirous of making a change, are invited to correspond with the bureau and secure its influence and recommendations.

ASSEMBLY EXERCISES

A general assembly of all students is held every Friday from eleven to twelve. This is one of the most important of college activities. Here the morale of the school is made and maintained. Through coming together, singing, listening to addresses by members of the Faculty and outside speakers, a spirit of unity is created and an enthusiasm aroused which can be had in no other way.

EXTENSION AND CORRESPONDENCE WORK

The Central Michigan Normal is desirous of being of service to as many teachers and school authorities throughout the

State as possible. To this end it offers various kinds of service outside its walls.

A large variety of subjects may be taken by correspondence, which, when completed satisfactorily, will count towards a certificate or degree from the Normal. One may start work by correspondence at any time and proceed with it as rapidly as his time and ability permit.

Extension work may be undertaken at any place which can be reached conveniently by railroad from Mt. Pleasant whenever a class of sufficient size to warrant such an undertaking can be formed. The instructor from the Normal will usually meet the classes on Friday evening or Saturday for lectures, quizzes, assignment of work, and personal conferences. Such classes should be formed as soon after October first as possible.

Different members of the faculty may be obtained free of cost or by payment of expenses for talks to high schools, to county normal training classes, to teachers' meetings, to parent-teachers' clubs, to women's or men's clubs, to farmers' meetings or to other organizations. They may be secured at reasonable rates for commencements, for teachers' associations and institutes, and for popular lectures. Concerts and readings may also be arranged for.

A special circular giving full particulars has been published.

PUBLICATIONS

The **Central Normal Life** is the official organ of the school and is successor to the **Central Normal Bulletin**. The new publication is a four-page news sheet issued every Wednesday morning of the school year. All the happenings of the week are faithfully and characteristically recorded. The editors seek to make the paper a welcome message to students, alumni, and faculty.

Central Normal Life contains attractive cuts of important persons and events. Its alumni department gives each week interesting news items of former graduates, and its "Library Corner" has always something worth while in the shape of suggestive lists of books. Members of the faculty and students contribute editorials on live topics.

Students who are qualified to do advanced composition work and who have the permission of the editor-in-chief and the approval of the chairman of the classification committee may earn a credit in Advanced English Writing by enrolling as a member of the **Central Normal Life** reportorial staff and serving two school terms in the capacity of a news reporter.

The **Chippewa** is the annual publication of the senior class. College life is depicted in pictures, the book being an attractive

compilation of photographs of athletic teams, student organizations, and class members.

MUSIC

To give students an opportunity to hear the best in music, several well known artists and musical organizations are brought to the school each season in connection with the Lecture and Music Course and the May Music Festival. The following artists have appeared here recently:

The Zoellner String Quartet
The Detroit Symphony String Quartet
Lieurance Little Symphony
Alex Skovgaard, Danish violinist
Florence Hinkle, soprano
Myrna Sharlow, soprano
Edna Ver Haar, contralto
Elsie Baker, contralto
Albert Lindquest, tenor
Ernest Davis, tenor
Burton Thatcher, baritone
John Quine, baritone
Lambert Murphy, tenor
Olive Kline, soprano

LECTURES

Each year a series of lectures is planned usually as a part of the Lecture and Music Course which through the liberal patronage of the citizens is furnished to students at a moderate cost. Such eminent statesmen as William Howard Taft, Senator LaFollette, Judge Lindsay; noted educators as President Burton of the University of Michigan, George E. Vincent, G. Stanley Hall; orators as Thomas Brooks Fletcher, Russell H. Conwell; famous ministers as Newell Dwight Hillis, S. Parkes Cadman, Frank W. Gunsaulus, and philanthropists as Mary Antin, and Maude Ballington Booth, have appeared upon the platform in recent times.

ENTERTAINMENTS

In addition to lectures and concerts, the best entertainers which the lyceum bureaus offer are brought to Mount Pleasant, —theatrical companies, readers, humorists and magicians.

ATHLETICS

Playgrounds are now established upon educational as well as upon health foundations and have come to stay.

Athletics are the natural form of play expression of boys

in the high school and grammar grades. For this reason men graduates who can coach the various branches of athletics in addition to teaching the regular school subjects, are in great demand. The statistics of this school show that graduates who have played on one of the regular school teams are receiving about \$150 per year more salary than the average among all other male graduates. They succeed as superintendents and principals partly because they understand the boys and can handle them without difficulty. In addition to these varsity men are scores of graduates who on the second or third teams or class teams have learned the essentials of coaching and athletic spirit. Every male student is given the opportunity to get this necessary professional equipment.

Every woman graduate is expected to have secured special training in modified athletics for girls, in games and in the general conduct of, and spirit of, athletics for boys.

Monograms are awarded, upon recommendation of the coach, to men making for the first time a varsity team in any branch of athletics. Two, three, and four years of service in one branch of athletics are distinguished by sleeve stripes.

One sweater and a certificate are also awarded men making one or more of the varsity teams.

A faculty athletic committee has general supervision over the representative teams.

The Library

The library with its large, well-lighted reading room, thoroughly modern equipment and its atmosphere of quiet and study is the center of the life of the school. The reading room will seat about one hundred readers and is usually filled with busy students quietly pursuing the work of the day or browsing among the book stacks in pursuit of the best kind of recreation.

Students have free access to the books and periodicals, choosing for themselves and thus gaining knowledge of books which is often worth more to them than anything else in their course.

The library contains about 22,000 volumes which have been carefully selected by the various instructors and which form a good working collection along all lines of study pursued in the Normal. There is a liberal supply of reference books in the reading room so that they are accessible at all times to students.

A number of departmental libraries, shelved in the various departments, are being built up. These collections have been selected with special reference to the needs of students in these departments and are catalogued in the general library catalog.

The reading room is well supplied with periodicals, both educational and popular, and these, carefully kept up to date and bound, afford rich material for reference work.

All the material of the library is made quickly accessible by means of the card catalog and the periodical indexes, and the books are arranged so that the readers may get them with the greatest possible economy of time.

Pictures have now become so necessary a part of school work that the library keeps on file a large collection of mounted pictures, classified and catalogued.

The library is open every day in the week except Sunday, from 7:30 a. m. to 9 p. m.

COURSE IN LIBRARY METHODS

The purpose of this course is to train teachers to select, organize and administer a school library.

Instruction is given in the use of reference books; in the selection of books for a school library; in classifying and cataloguing books; and in all the details connected with the care and management of a school library.

Superintendents are requiring that teachers have some knowledge of library methods. Therefore this course is given by the librarian once during the year and in the summer term.

General Directions to Students

TIME OF ENTRANCE

New classes are organized at the beginning of each quarter. Students are therefore given four opportunities to enter the school during the year. See calendar, page 10, for opening dates of each quarter.

CERTIFICATES OF CREDIT

Students entering the school for the first time should bring with them a certificate of standing and credits earned in the high school or other institution which they have attended. Blanks are provided for this purpose and will be supplied by the secretary of the school upon request. All such credits must be filed with the chairmen of the various committees having the students in charge. See page 18 for list of standing committees.

Students entering the school from another normal school or college shall bring, in addition to their credits, a letter from the president of that institution certifying to their good moral character and honorable dismissal from that school.

Students who can present no credits from a satisfactory school, often feel themselves adequately prepared and deserving of credit in certain subjects. Such students, upon the recommendation of the particular committee having them in charge, may consult with the head of the department concerned. If after consultation and examination the student be found deserving of credit in the various subjects, the committee in charge will see to it that appropriate credit be given.

CHANGE IN COURSE OF STUDY

Students entering upon any course which may thereafter be changed, will be given one year from the date of said change in which to complete the course upon which they entered. This applies to those who would lose credit by conforming to the new course. Others must change to the new course at once.

STANDARD OF SCHOLARSHIP

Scholarship is a fundamental qualification for teaching. Therefore students who fail in two out of four subjects regularly carried in any one term or give other evidence of poor scholarship will be put on probation. Unless marked improvement be shown during the following term, they will be requested by the President to withdraw from the school.

The following symbols are used to designate the grade of work done by the students of this school. By UNIT is meant

a subject which is carried for twelve weeks in a class meeting at least four times a week. Each symbol indicates the number of units of credit and the number of honor points earned by a student in one subject.

A—1 unit of credit.....	4 honor points
B—1 unit of credit.....	3 honor points
C—1 unit of credit.....	2 honor points
D—1 unit of credit.....	1 honor point
E—1 unit of credit.....	0 honor points
F—0 unit of credit.....	0 honor points

Graduation from any course shall require as many honor points as there are units in the course. For example, a student on the Life Certificate Course must earn twenty-four honor points for graduation.

An honor list will be compiled at the opening of each term containing the names of all who will graduate at the close of the term. Copies of this honor list shall be placed in the hands of the President and all members of the faculty to assist them in making recommendations to positions. Each commencement program shall make honorable mention of all students earning an average grade of B or better.

FIVE-STUDY RULE

No student will be allowed to carry five subjects without the consent of the committee on extra studies. Physical Training, Public Speaking 105, Penmanship, or Chorus is not considered a fifth subject. In considering these requests the committee will be governed by the following general policy:

- (1) The student must be physically able to carry five subjects.
- (2) The student must have demonstrated his scholarship by the preceding term's work in which no subject falls below C.
- (3) In addition to the five subjects requested, the student ought not to attempt at the same time more than one out of the four subjects: Physical Training, Chorus, Public Speaking 105, or Penmanship.
- (4) The request must be made in writing, for which a special blank is provided, and must be presented to the chairman of the committee on extra studies. See standing committees, page 18.

MINIMUM NUMBER IN A CLASS

No class will be organized with less than five students enrolled.

RECLASSIFICATION IN FAILED SUBJECTS

Students failing in any subject must reclassify in that subject the following term or as soon as the schedule will permit unless excused by both the instructor concerned and the chairman of the particular committee having the student in charge.

REMOVAL OF CONDITIONS

Conditions not removed before the end of the next term shall stand as failures against the student, unless special arrangement has been made with the instructors for removing the conditions at some later date.

DIRECTIONS FOR RECLASSIFYING

FIRST STEP—Fill out your classification blanks with the classes you wish to enter. Be certain the classes you choose are proper ones for the course on which you are enrolled; consult with instructors before filling out the blanks. Students should plan their course for the entire year, so that conflict of classes may be avoided.

SECOND STEP—Present your classification blank together with your high school or other credits to the member of the committee having in charge the class of students to which you belong, for his approval and signature. If your blank contains subjects not in sequence, or otherwise unsuitable, he has the power to modify it until it meets his approval.

THIRD STEP—Return your blanks when signed and approved to the general office and pay your tuition and athletic fee to the secretary of the school. Your classification blank is made out in duplicate.

FOURTH STEP—Upon entering each class, present your receipted classification blank to the instructor, showing him that you have paid your tuition and have been regularly classified and return the card to the Registrar's office before the close of the second week of the term.

CHANGES OF CLASSIFICATION

A class once entered must not be dropped without the consent of the teacher of the class and the chairman of the classification committee. Students leaving a class without being excused in this manner may be dropped from all other classes in which they are enrolled. Students leaving a class after the middle of the term, unless excused on account of sickness, will be failed in the subject.

All changes in classification must be reported to the general office.

SUGGESTIONS FOR CLASSIFYING

All students are expected to familiarize themselves with the requirements of the courses upon which they are enrolled. They are held responsible for so planning their work as to secure the subjects required on their courses when they are offered in the schedule of classes.

The hour from 3:00 to 4:00 should be kept free for critic meetings by all students classified in teaching. Critic meetings are held in the grade rooms in which the students teach.

Courses of Study

I. THE FOUR YEAR COURSE OF STUDY LEADING TO THE DEGREE OF BACHELOR OF ARTS

By action of the State Board of Education, the four normal schools of the state are authorized to formulate a four-year course of study and to grant the bachelor's degree.

The entrance requirements to this course and the course itself are identical in all the state normal schools.

REQUIREMENTS FOR ADMISSION

Admission as a candidate for the degree of Bachelor of Arts may be gained only by examination or by certificate. Fifteen units are required for admission, a unit meaning the equivalent of five recitations a week in one subject for one year of at least thirty-six weeks. Two or three hours of laboratory, drawing, or shop work will be counted as equivalent to one recitation.

Applicants who offer certificates of graduation from high schools accredited by the University of Michigan or the State Department of Public Instruction will be admitted without examination.

Applicants for admission from non-accredited high schools or whose entrance credits are in any way deficient will be examined under the direction of the Entrance Requirements Committee. Details concerning these examinations may be obtained from the secretary of the school.

REQUIRED

English	3 units
Foreign Language	2 units
Mathematics (Algebra or Geometry)	1 unit
Science	1 unit
History	1 unit

SUBJECTS ACCEPTED FOR ADMISSION

English	3 or 4 units
Greek	2 or 3 units
Latin	2, 3 or 4 units
French	2, 3 or 4 units
Spanish	2, 3 or 4 units
History	1, 2 or 3 units
Algebra	1, 1½ or 2 units

Geometry	1 or 1½ units
Trigonometry	½ unit
Physics	1 unit
Chemistry	1 unit
Physiology	½ unit
Geology	½ unit
Botany	½ or 1 unit
Zoology	½ or 1 unit
Physiography	½ or 1 unit
Elementary Economics	½ unit
Agriculture	1 or 2 units
Household Arts	1 or 2 units
Drawing	½ or 1 unit
Manual Arts	1 or 2 units
Commercial Branches	1 or 2 units
General Science	½ unit

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The degree of Bachelor of Arts and a teacher's life certificate will be granted to students upon satisfactory completion of the course or study outlined below. The work extends over a period of four years of thirty-six weeks each, and presupposes the completion of a four-year standard high school course. A unit of work represents a course of instruction in a single subject, continuing for twelve weeks and having at least four class-hours per week. Two hours of laboratory work will count as one class-hour. The requirement for graduation with this degree is forty-eight units distributed as follows:

Group I	3 Units
English Composition and Rhetoric.	
Group II	5 Units
History, Economics, Sociology, Philosophy.	
Group III	6 Units
Biology, Chemistry, Geography, Physics	
Mathematics, Astronomy, Geology.	
Group IV	6 Units
Ancient Languages, Modern Languages	
English Language and Literature.	

The remaining units may be elected from the courses regularly offered by the various departments, subject to the following restrictions:

1. Courses must be so elected that the requirements in some one of the Life Certificate courses are fully satisfied.

2. Not more than sixteen units may be taken in any one department.
3. Courses counted in Group I cannot be counted in Group IV.
4. Not more than a total of sixteen units may be counted from the following departments: Music, Art, Household Arts, Manual Arts, Commerce, and Physical Education. Credits in these departments counted toward a degree must be earned in courses generally recognized as of college grade.
5. At least two-thirds of the work taken in residence beyond the second year must be in courses not open to first-year students, and no candidate will be recommended for the A. B. degree who has spent less than one year at the school from which he is to receive his degree, and who has not been in residence during the regular term next preceding the time of graduation.

The required number of units in the different groups may be completed partly in the first two years of the course before the regular Life Certificate is granted and partly during the last two years. Courses taken in extension and correspondence will also be credited on the four-year degree course. Holders of Life Certificates and all other students interested are asked to send for the Extension and Correspondence circular which gives detailed information in regard to these courses.

Students on the various Life Certificate courses, who plan to continue for a degree, should choose their electives carefully, including only those usually considered as of college grade.

II. LIFE CERTIFICATE COURSES

CONDITIONS OF ADMISSION

Graduates from approved high schools are admitted to the Two-Year Life Certificate courses or One-Year Limited Certificate courses without examination.

TIME REQUIRED TO COMPLETE COURSES

The Life Certificate courses require two years of three terms each for their completion.

Graduates from the Life Certificate courses are given a diploma and a Life Certificate valid in all public schools of the state.

I. FOR PRIMARY TEACHERS

- (1) PROFESSIONAL WORK13 units
 Educational Psychology 101, 102, 103...3 units
 Teaching in Primary Grades.....2 units
 Teachers Courses8 units
 Arithmetic Hygiene, Educational
 English Nature Study
 Geography Music
 History Reading
- (2) REQUIRED ACADEMIC WORK.....6 units
 Drawing 1011 unit
 Blackboard Sketching 108.....1 unit
 English, Written 101.....1 unit
 Literature for Children 104.....1 unit
 Elements of Music 101.....1 unit
 Manual Arts 106 or Kindergarten Primary
 Industrial Arts 101A.....1 unit
- (3) ELECTIVES5 units
 Total24 units
- (4) In addition students are required to take as extra subjects:
 Physical Education4 terms
 Public Speaking 105.....1 term
 Penmanship1 term

SUGGESTED SCHEDULE FOR PRIMARY LIFE COURSE

First Year	Second Year
Fall	Fall
Ed. Psychology 101	Teaching I
Drawing 101	Teaching II
English 103 T. C.	Ed. Hygiene 101 T. C.
Nature Study 101 T. C.	Elective
Physical Education I	Penmanship
Winter	Winter
Ed. Psychology 102	Geography 101 T. C.
Written English 101	Elective
Blackboard Sketching 108	Elective
Elements of Music 101	Manual Arts 106
Physical Education 2	or Kg. Pri. Ind. Arts 101A
Spring	Spring
Ed. Psychology 103	History 104 T. C.
Reading 104 T. C.	Arithmetic 108 T. C.
Music 104 T. C.	Elective
Literature for Children 104	Elective
Physical Education 3	Public Speaking 105

II. FOR GRAMMAR GRADE TEACHERS

- (1) PROFESSIONAL WORK13 units
 Educational Psychology 101, 102, 103....3 units
 Teaching in Grammar Grades.....2 units
 Teachers Courses8 units
- | | |
|------------|---------------------|
| Arithmetic | History |
| English | Educational Hygiene |
| Geography | Music |
| Grammar | Reading |
- (2) REQUIRED ACADEMIC WORK.....5 units
 Drawing 101, 102 Regional Geography 104
 Written English 101 Elements of Music 101
- (3) ELECTIVES6 units
- Total24 units
- (4) In addition students are required to take as extra subjects:
 Physical Education4 terms
 Public Speaking 105.....1 term
 Penmanship1 term

SUGGESTED SCHEDULE FOR THE GRAMMAR LIFE COURSE

First Year

Fall

Ed. Psychology 101
 Written English 101
 Geography 101 T. C.
 Arithmetic 108 T. C.
 Physical Education 1

Winter

Ed. Psychology 102
 Regional Geography 104
 Reading 104 T. C.
 History 104 T. C.
 Physical Education 2

Spring

Ed. Psychology 103
 Grammar 102 T. C.
 Drawing 101
 Elective
 Physical Education 3

Second Year

Fall

Ed. Hygiene 101 T. C.
 Elective
 Teaching I
 Teaching II
 Physical Education 4

Winter

English 103 T. C.
 Music 101 or 104
 Elective
 Drawing 102 or Elective
 Penmanship

Spring

Elective
 Music 104 or Elective
 Elective
 Elective
 Public Speaking 105

III. FOR RURAL SCHOOL TEACHERS

- (1) PROFESSIONAL WORK11 units
 Educational Psychology 101, 102, 103....3 units
 Teaching 1 and 2.....2 units
 Teachers Courses6 units
 Arithmetic, Geography, Grammar, History,
 Reading, Educational Hygiene.
- (2) ACADEMIC WORK7 units
 Agriculture2 units
 Drawing 1011 unit
 Written English 101.....1 unit
 Rural Sociology 101.....1 unit
 Rural Administration and Supervision
 1021 unit
 Manual Arts 106.....1 unit
- (3) ELECTIVES6 units
- Total24 units
- (4) In addition students are required to take as extra subjects:
 Physical Education4 terms
 Public Speaking 105.....1 term
 Penmanship1 term

SUGGESTED SCHEDULE FOR THE RURAL LIFE COURSE

Fall

Ed. Psychology 101
 Written English 101
 Geography 101 T. C.
 Arithmetic 101 T. C.
 Physical Education 1

Winter

Ed. Psychology 102
 Reading 104 T. C.
 History 104 T. C.
 Rural Sociology 101
 Physical Education 2

Spring

Ed. Psychology 103
 Grammar 102 T. C.
 Drawing 101
 Elective
 Physical Education 3

Fall

Teaching 101
 Breeds and Breeding 103
 Elective
 Elective
 Physical Education 4

Winter

Rural Administration and
 Supervision 102
 Soils and Crops 114
 Manual Arts 106
 Elective
 Penmanship

Spring

Teaching 102
 Educational Hygiene 101 T. C.
 Elective
 Elective
 Public Speaking 105

IV. FOR HIGH SCHOOL TEACHERS

(1) REQUIRED	10 units
Educational Psychology 101, 102, 103.....	3 units
Teaching	2 units
Teachers Courses, to be selected from list	
on page 67	4 units
Written English	1 unit

(2) ELECTIVES	14 units
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The student must elect at least 4 units in one department and at least 3 units in one other department. Not more than ten units, including teachers' courses, are to be elected in any one department. Ten of the fourteen elective units must be selected from not more than THREE departments. Not MORE than a total of FOUR units may be elected from the following: music, drawing, sewing, cooking, kindergarten, manual training, physical training, accounting, business law.

Total	24 units
-------------	----------

(3) In addition students are required to take as extra subjects:	
Physical Education	4 terms
Public Speaking 105.....	1 term
Penmanship	1 term

Students will not be allowed to enter upon the course for high school teachers until they have secured the consent of the Life Certificate Committee. They should consult with this committee before classifying upon that course.

Teachers Courses and Electives are to be selected from the lists beginning on page 67.

Physical Education and Public Speaking should be taken early in the course to avoid the possibility of conflict of classes later.

SUGGESTED GROUPINGS

The following are suggested as possible groupings of electives on the High School Life Course. Each of these follows the requirements of the above curriculum. Other combinations of electives may suggest themselves to the student.

I. ENGLISH AND HISTORY

Fall

Bible History and Literature 117
English Literature 118

Winter

English History 101
English Literature 119

Spring

English History 102
or
Sociology 111
English Literature 120

Fall

Expansion of Europe 118
Current History 110
Masterpieces 114 or
American Literature 106

Winter

The Short Story 109
Expansion of Europe 119

Spring

American Foreign Relations 115
Modern Poetry 115
The Novel 105

II. ENGLISH, HISTORY AND LATIN

Fall

Bible History and Literature 117
Latin

Winter

Latin
English Literature 119

Spring

English Literature 120
Latin

Fall

European History 116
Latin
Masterpieces 114 or
American Literature 106

Winter

English History 101
Latin

Spring

English History 102
Latin T. C.
The Novel 105

III. ENGLISH, LATIN AND FRENCH

	Fall		Fall
Latin		Masterpieces 114 or	
French		American Literature 106	
		Latin	
		French	
	Winter		Winter
Latin		Elective	
French		Modern Languages T. C.	
	Spring		Spring
Latin		Elective	
French		Latin, Teachers Course	
		The Novel 105	

IV. ENGLISH AND READING

	Fall		Fall
American Literature 106		Masterpieces 114	
English Literature 118		Tennyson 117	
	Winter		Winter
Dramatic Reading 103		The Short Story 109	
English Literature 119		Library Methods 107	
Reading 104 T. C.		Modern Plays 106	
	Spring		Spring
Grammar 102 T. C.		Modern Poetry 115	
English 103 T. C.		The Novel 105	
English Literature 120		Dramatic Reading 104	

V. ENGLISH, READING AND HISTORY

	Fall		Fall
Current History 110		Masterpieces 114	
English Literature 118		European History 116	
		American Literature 106	
	Winter		Winter
English Literature 119		Modern Plays 106	
Dramatic Reading 103		Economics 108	
		The Short Story 109	
	Spring		Spring
English Literature 120		Sociology 111	
		Dramatic Reading 103	
		The Novel 105	

VI. LATIN, FRENCH AND HISTORY**Fall**

Bible History and Literature 117
 Latin
 French

Winter

Latin
 French

Spring

Latin
 French

Fall

European History 116
 Latin
 French

Winter

English History 101
 Modern Languages T. C.

Spring

English History 102
 Latin, T. C.

VII. GEOGRAPHY AND HISTORY**Fall**

Principles of Geography 101
 European History 105 or
 Current History 110

Winter

Commercial and Industrial
 Geography 102
 European History 106 or
 English History 101

Spring

Topography 103 or
 Sociology 111
 European History 107 or
 English History 102

Fall

American Political Parties 114
 Relation of Geography to
 History 107

Winter

Economics 108
 Regional Geography 104

Spring

American Foreign Relations 115
 Geography of Europe 105
 Geographic Materials and
 Methods T. C. 108

VIII. GENERAL SCIENCE**Fall**

Trigonometry 101
 Breeds and Breeding 103
 Principles of Geography
 101 T. C.

Winter

Physics 101
 Zoology 108

Spring

Topography and Land Forms
 Physics 102

Fall

Physics 103
 Chemistry 111 or 113
 Soil and Crops 114
 Physiology 104

Winter

Agricultural Botany 103

Spring

Field Botany 106
 General Science 102

IX. MATHEMATICS, PHYSICS AND CHEMISTRY**Fall**

Trigonometry 101
Chemistry 111

Winter

College Algebra 102
Physics 101
General Chemistry 112

Spring

Analytics 103
Physics 102

Fall

Physics 103
Calculus 105
Qualitative Analysis 113

Winter

Calculus 106
Quantitative Analysis 115

Spring

General Mathematics 107
Astronomy 120

X. AGRICULTURE AND PHYSICS**Fall**

Trigonometry 101
Breeds and Breeding 103
Qualitative Analysis 113

Winter

Agricultural Chemistry 113
Agricultural Botany 103

Spring

Horticulture 112

Fall

Farm Crops 104
Physics 103

Winter

Feeds and Feeding 109
Physics 101

Spring

Agricultural Sociology 110
Physics 102

XI. AGRICULTURE AND MANUAL TRAINING**Fall**

Breeds and Breeding 103
Woodwork 101 or 102
Mechanical Drawing 108

Winter

Machine Drawing 109
Woodwork 103

Spring

Wood Turning 107

Fall

Farm Crops 104
Soil Physics 111
Pattern Making 104

Winter

Feeds and Feeding 109
Agricultural Botany 103
Agricultural Chemistry 113

Spring

Agricultural Sociology 110
Pattern Making 105

XII. AGRICULTURE AND PHYSICAL TRAINING

Fall

Breeds and Breeding 103
Physiology 104

Winter

Agricultural Chemistry 113
Agricultural Botany 103

Spring

Horticulture 112
Educational Hygiene 101 T. C.

Fall

Farm Crops 104
Soil Physics 111
Theory of Athletics 109

Winter

Feeds and Feeding 109
Theory of Gymnastics 107

Spring

Agricultural Sociology 110
Advanced Hygiene 102

XIII. AGRICULTURE AND BIOLOGY

Fall

Breeds and Breeding 103
Insects and Plant Diseases 108

Winter

Agricultural Chemistry 113
Zoology 108
Agricultural Botany 103

Spring

Horticulture 112
Field Biology 105

Fall

Farm Crops 104
Soil Physics 111

Winter

Feeds and Feeding 109
Bacteriology 104

Spring

Agricultural Sociology 110
General Science 102 T. C.

XIV. AGRICULTURE AND GEOGRAPHY

Fall

Breeds and Breeding 103
Principles of Geography 101

Winter

Agricultural Chemistry 113
Agricultural Botany 103
Commercial and Industrial
Geography 102

Spring

Horticulture 112
Topography 103

Fall

Farm Crops 104
Soil Physics 111
Relation of Geography to
History 107

Winter

Feeds and Feeding 109
Regional Geography 104
Meteorology 106

Spring

Agricultural Sociology 110

XV. PHYSICAL EDUCATION AND PHYSICS AND CHEMISTRY

Fall

Chemistry 111
Trigonometry 101

Winter

Physics 101
Theory of Gymnastics 107
Chemistry 112

Spring

Physics 102
Educational Hygiene 101 T. C.

Fall

Physiology 104
Qualitative Analysis 113
Physics 103
Theory of Athletics 109

Winter

Quantitative Analysis 115

Spring

Astronomy 120
Advanced Hygiene 102 or
Anatomy 103

XVI. PHYSICAL EDUCATION AND MATHEMATICS

Fall

Trigonometry 101

Winter

College Algebra 102
Theory of Gymnastics 107

Spring

Analytics 103
Educational Hygiene 101 T. C.

Fall

Physiology 104
Calculus 105
Theory of Athletics 109 or 110

Winter

Calculus 106

Spring

General Mathematics 107
Advanced Hygiene 102

XVII. MANUAL TRAINING AND PHYSICAL EDUCATION

Fall

Woodwork 101 or 102
Mechanical Drawing 108
Trigonometry 101

Winter

Woodwork 103
Machine Drawing 109
Advanced Physiology 105

Spring

Educational Hygiene 101 T. C.
Wood Turning 113

Fall

Pattern Making 105
Theory of Athletics 109

Winter

College Physics 101
Theory of Gymnastics 107

Spring

Advanced Hygiene 102
Architectural Drafting 111

XVIII. HOME ECONOMICS AND PHYSICAL EDUCATION

Fall

Sewing 107
Physiology 104
Chemistry 111

Winter

Sewing 108
Chemistry 112

Spring

Foods 110
Chemistry 113
Educational Hygiene 101 T. C.

Fall

Foods 111
Home Economics 115 T. C.

Winter

Foods 112

Spring

Sewing 109
Practical Nursing and
Household Management 113
Advanced Hygiene 102

SPECIAL COURSES

The entrance conditions for the following courses are the same as for the Limited Certificate and Life Certificate courses, viz: high school graduation or its equivalent. Inasmuch as these special courses call for marked ability along these particular lines, students are asked to consult with the heads of the department in which special work is to be taken before entering the course.

V. AGRICULTURE AND ALLIED SCIENCES

Fall

Educational Psychology 101
Qualitative Analysis 113
Breeds and Breeding 103
Insects and Plant Diseases 108

Winter

Educational Psychology 102
Agricultural Chemistry 113
Agricultural Botany 103
Teachers Course

Spring

Educational Psychology 103
Teachers Course
Horticulture 112
Written English 101

Fall

Soil Physics 111
Farm Crops and Forestry 104
Trigonometry 101
English 103

Winter

Teaching 1
Feeds and Feeding 109
Educational Hygiene 101
Physics 101

Spring

Teaching 2
Agricultural Sociology 110
Physics 102
Elective in Science or Math.

Physical Education4 terms

Public Speaking 105.....1 term

Penmanship1 term

Teachers Courses must be selected from the list on page 67.

Prerequisites: One year of high school physics and at least one semester of botany or zoology are necessary prerequisites to entering the course. Students lacking this work must make it up as extra work.

VI. KINDERGARTEN-PRIMARY

Fall

Educational Psychology 101
Educational Toys 101
Written English 101
Elements of Music 101

Winter

Educational Psychology 102
Kindergarten Primary Industrial Arts 101A
Teachers Course
Elective

Fall

Observation in Kindergarten
Child Study 103
Teachers Course
Elective

Winter

Individual Psychology 110
Teachers Course, Kindergarten
Elective
Teaching in First or Second Grade

Spring

Educational Psychology 103
 Elective
 Literature for Children 104
 Teachers Course

Spring

Teachers Course
 Elective
 Teaching in Kindergarten
 Elective

Physical Education4 terms
 Public Speaking 105.....1 term
 Penmanship1 term

See page 67 for the list of teachers' courses and electives.
 See page 98 for description of Kindergarten courses.

VII. ART**Fall**

Educational Psychology 101
 Drawing 101
 Mechanical Drawing 108
 Teachers Course

Fall

Advanced Drawing 104
 Composition and Design 106
 Teachers Course
 Elective

Winter

Educational Psychology 102
 Drawing 102
 Blackboard Sketching 108
 Written English 101

Winter

Applied Design 107
 Drawing 105 T. C.
 Teaching in Grades
 Elective

Spring

Educational Psychology 103
 Drawing 103
 History of Art 110
 Teachers Course

Spring

Teaching Art
 Teachers Course
 Elective
 Elective

Physical Education4 terms
 Public Speaking 105.....1 term
 Penmanship1 term

Teachers courses and electives are to be chosen from the
 lists on page 67.

VIII. MUSIC**Fall**

Educational Psychology 101
 Elements of Music 101
 Harmony and Ear Training 110
 Teachers Course
 *Voice Culture 105

Fall

Teachers Course
 Supervisors Music 104A
 Teaching
 Elective

Winter

Educational Psychology 102
 Advanced Sight Singing 103
 Harmony and Ear Training 111
 Written English 101
 *Voice Culture 105

Winter

Form and Composition 116
 Teaching Music
 Teachers Course
 Dramatic Music 117

Spring

Educational Psychology 103
 Harmony and Ear Training 112
 Drawing 101
 History of Music 114
 *Voice Culture 105

Spring

Musical Appreciation 115
 Teaching Music
 Teachers Course
 Elective

Physical Education4 terms
 Public Speaking 105.....1 term
 Penmanship1 term

Teachers courses and electives are to be chosen from the lists on page 67.

*Two class lessons per week in Voice Culture, for three terms, without extra charge. Pupils are expected to continue this work in private lessons during the second year.

IX. MUSIC AND ART**Fall**

Educational Psychology 101
 Written English 101
 Drawing 101
 *Voice Culture 105
 Teachers Course

Fall

Harmony 110
 Supervisors Music 104A
 Design 106
 Teachers Course

Winter

Educational Psychology 102
 Drawing 102
 Blackboard Sketching 108
 Advanced Sight Singing 103
 *Voice Culture 105

Winter

Harmony 111
 Applied Design 107
 Drawing 105 T. C.
 Teachers Course

Spring

Educational Psychology 103
 Drawing 103
 History of Art 110
 History of Music 114
 *Voice Culture 105

Spring

Musical Appreciation 115
 Teaching Music
 Teaching Drawing
 Teachers Course

Physical Education4 terms
 Public Speaking 105.....1 term
 Penmanship1 term

*Two class lessons per week in Voice Culture, for three terms, without extra charge. Pupils are expected to continue this work in private lessons during the second year.

X. MANUAL TRAINING**Fall**

Educational Psychology 101
 Woodwork 101 or 102
 Mechanical Drawing 108
 Trigonometry 101

Winter

Educational Psychology 102
 Woodwork 103
 Mechanical Drawing 109
 Written English 101

Spring

Educational Psychology 103
 Wood Turning 107
 Manual Arts 106
 Teachers Course

Fall

Pattern Making 104
 Teachers Course
 Teachers Course
 Elective

Winter

Physics 101
 Teachers Course
 Teaching
 Adv. English Writing 116

Spring

Pattern Making 105
 Teaching
 Elective
 Architectural Drafting 111

Physical Education4 terms

Public Speaking 105.....1 term

Penmanship1 term

Teachers courses and electives are to be chosen from the lists on page 67.

XI. HOME ECONOMICS**Fall**

Educational Psychology 101
 Sewing 107
 Chemistry 111
 Drawing 101

Winter

Educational Psychology 102
 Sewing 108
 Chemistry 112
 Teachers Course

Spring

Educational Psychology 103
 Foods 110
 Chemistry 113
 Ed. Hygiene 101 T. C.

Fall

Foods 111
 Physiology 103
 Composition and Design 106
 Home Economics 115 T. C.

Winter

Foods 112
 Written English 101
 Teaching
 Teachers Course

Spring

Sewing 109
 Practical Nursing and
 Household Management 113
 Teaching Home Economics
 Teachers Course

Physical Education4 terms

Public Speaking 105.....1 term

Penmanship1 term

Teachers courses and electives are to be chosen from the lists on page 67.

XII. COMMERCE

Fall

Educational Psychology 101
 Stenography 105
 Business Organization 110
 Arithmetic 108 T. C.

Winter

Educational Psychology 102
 Accounting 101
 Stenography 106
 Typewriting 108

Spring

Educational Psychology 103
 Written English 101
 Stenography & Typewriting 109
 Teachers Course

Fall

Accounting 102
 Principles of Geography
 101 T. C.
 Teaching
 Elective

Winter

Business Law 104
 Economics 108
 Commercial Geography 102
 Elective

Spring

Accounting 103
 Teaching
 Teachers Course
 Elective

Physical Education4 terms

Public Speaking 105.....1 term

Penmanship1 term

Teachers courses and electives are to be chosen from the lists on page 67.

XIII. PHYSICAL EDUCATION**Fall**

Educational Psychology 101
 Zoology 107
 Public Speaking 101
 Educational Hygiene 101
 Physical Education 1—Men
 Football—Men
 Elementary Folk Dancing 51
 —Women
 Field Hockey, Swimming 52
 —Women

Winter

Educational Psychology 102
 Bacteriology 104
 Written English 101
 Principles of Geography 101
 Physical Education 2—Men
 Basketball—Men
 Indoor Physical Training 53
 (Primary Grades)—Women
 Basketball 54—Women

Spring

Educational Psychology 103
 Anatomy, First Aid 103
 Advanced Hygiene 102
 English 102
 Swimming—Men
 Baseball or Tennis—Men
 Indoor Physical Training 55
 (Grammar Grades)—Women
 Aesthetic Dancing 56—Women

Penmanship.....1 term

Fall

Teaching in Training School
 Physiology 104
 Theory of Athletics 109 or
 110
 Elective
 Folk Dancing 51—Men
 Football—Men
 Advanced Folk Dancing 57—
 Women
 Soccer, Playground Ball 58
 —Women

Winter

Teaching Physical Education
 Physiology, Physical Diag-
 nosis 105
 Theory of Gymnastics 106
 and 107
 Economics 108
 Indoor Track—Men
 Basketball—Men
 Indoor Physical Training 59
 (Junior and Senior H. S.)—
 Women
 Athletics for Grammar
 Grades 60—Women

Spring

Teaching Physical Education
 Play, Playgrounds 108
 Elective
 T. C. Elective
 Tennis or Track—Men
 Baseball or Tennis—Men
 Tennis, Advanced Swimming
 61—Women
 Pageantry 62—Women

Teachers courses and electives are to be chosen from the lists on page 67.

ONE YEAR LIMITED CERTIFICATE COURSES

CONDITIONS OF ADMISSION

Graduates from approved high schools (page 20), holders of indorsed first grade certificates, students who have completed the Advanced Rural School Course, and others who can satisfy the committee on advance standings and graduation that they have had a preparation equivalent to high school graduation are admitted to these courses without examination.

TIME REQUIRED TO COMPLETE COURSES

Each of the Limited Certificate courses outlined below may be completed in three regular terms of twelve weeks each and a summer term of six weeks.

Students completing any Limited Certificate Course will receive full credit on the Life Certificate courses for all work done, and can complete the Life course in two twelve-weeks terms and a summer term.

CERTIFICATE AND DIPLOMAS

Students completing a Limited Certificate Course are given a three-year certificate.

One-Year Limited Certificate Courses

1. FOR RURAL SCHOOLS

(1)	PROFESSIONAL WORK.....	9 units
	Educational Psychology 101, 103.....	2 units
	Teaching in Primary and Grammar Grades.....	2 "
	Teachers Courses	5 "
	Arithmetic	
	Geography	History
	Grammar or English	Reading
(2)	REQUIRED ACADEMIC WORK.....	5 units
	Agriculture, General 101.....	1 unit
	Blackboard Sketching 108.....	1 "
	English, Written 101.....	1 "
	Elements of Music, 101.....	1 "
	Sociology, Rural 101.....	1 "
	Total	14 units

- (3) In addition students are required to take as extra subjects:
- | | |
|--------------------------|---------|
| Manual Arts 106..... | 1 term |
| Physical Education | 2 terms |
| Penmanship | 1 term |

2. FOR PRIMARY GRADE TEACHERS

- (1) PROFESSIONAL WORK.....9 units
- | | |
|--------------------------------------|--------------|
| Educational Psychology 101, 103..... | 2 units |
| Teaching in Primary Grades..... | 2 " |
| Teachers Course | 5 " |
| Hygiene, Educational | Nature Study |
| Methods, Primary | Reading |
| Music | |
- (2) REQUIRED ACADEMIC WORK.....5 units
- | | |
|--|----------|
| Drawing 101 | 1 unit |
| Blackboard Sketching 108..... | 1 " |
| Stories for Children 104..... | 1 " |
| Elements of Music 101..... | 1 " |
| Man'l Arts 106 or Kg. Pri. Ind. Arts 101 A | 1 " |
| Total | 14 units |
- (3) In addition students are required to take as extra subjects:
- | | |
|--------------------------|---------|
| Physical Education | 3 terms |
| Penmanship | 1 term |

3. FOR GRAMMAR GRADE TEACHERS

- (1) PROFESSIONAL WORK.....11 units
- | | |
|--------------------------------------|----------------------|
| Educational Psychology 101, 103..... | 2 units |
| Teaching in Grammar Grades..... | 2 " |
| Teachers Courses | 7 " |
| Arithmetic | Hygiene, Educational |
| Geography | Music |
| Grammar or English | Reading |
- (2) REQUIRED ACADEMIC WORK.....3 units
- | | |
|---------------------------|----------|
| Drawing 101, 102..... | 2 units |
| English, Written 101..... | 1 unit |
| Total | 14 units |
- (3) In addition students are required to take as extra subjects:
- | | |
|--------------------------|---------|
| Physical Education | 3 terms |
| Penmanship | 1 term |

SUGGESTED PROGRAM OF STUDIES FOR LIMITED COURSES

PRIMARY LIMITED COURSE

Fall

Educational Psychology 101
Reading 104 T. C.
Drawing 101
Elements of Music 101
Physical Education 1

Spring

Teaching 2
Primary Methods 112
Blackboard Sketching 108
Nature Study 101 T. C.
Physical Education 3

Winter

Educational Psychology 103
Teaching 1
Music 104 T. C.
Educational Hygiene 101 T. C.
Physical Education 2

Summer

Literature for Children 104
Manual Arts 106
Penmanship

GRAMMAR LIMITED COURSE

Fall

Geography 101 T. C.
Reading 104 T. C.
Arithmetic 108 T. C.
History 104 T. C.
Physical Education 1

Spring

Educational Psychology 103
Teaching 2
Drawing 102
Educational Hygiene 101 T. C.
Physical Education 3

Winter

Educational Psychology 101
Teaching 1
Drawing 101
Grammar 102 T. C., or
English 103 T. C.
Physical Education 2

Summer

Elements of Music 101, or
Music 104 T. C.
Written English 101
Penmanship

RURAL LIMITED COURSE

Fall

Geography 101 T. C.
Reading 104 T. C.
Arithmetic 108 T. C.
History 104 T. C.
Physical Education 1

Winter

Educational Psychology 101
Teaching 1
Blackboard Sketching 108
Grammar 102 T. C., or
English 103 T. C.
Physical Education 2

Spring

Educational Psychology 103
 Teaching 2
 Written English
 Rural Sociology 101
 Physical Education 3

Summer

General Agriculture 101
 Elements of Music 101
 Penmanship

Preparatory Course

Students who are not high school graduates should complete the requirements for high school graduation, as far as possible, before going on with the normal and college courses.

This requires a total of 15 high school units, or 45 normal school units, distributed as follows:

Required

English	9	units
Mathematics (Algebra or Geometry) 3	3	"
Science	3	"
History	3	"

Elective

English	12	units
Greek	9	"
Latin	12	"
French	12	"
Spanish	12	"
History	9	"
Algebra	6	"
Geometry	3	"
Trigonometry	1	"
Physics	3	"
Chemistry	3	"
Physiology	1	"
Geology and Geography.....	4	"
Botany	3	"
Zoology	3	"
Agriculture	6	"
Household Arts	6	"
Drawing	3	"
Manual Arts	6	"
Commercial Branches	6	"
General Science	1	"

Students finishing the Preparatory Course will be given a diploma, showing them to be graduates from a high school course.

Two-Year Advanced Rural School Course

This course is designed to prepare teachers for rural schools, consolidated schools, and small village schools. The following classes of students may be admitted to this course without examination:

1. Graduates from the Elementary Rural School Course.
2. Those who have completed the tenth grade in an approved high school.
3. Holders of second grade certificates who present a statement from their commissioners certifying that they are successful teachers.
4. Graduates from unapproved ten-grade schools, subject to the discretion of the Rural School Committee.

The time required to complete the course is two years.

Students completing the course will receive a state certificate valid for five years in schools employing not to exceed three teachers and renewable once for three years if they furnish evidence that they have taught successfully. They will also receive a high school diploma.

COURSE OF STUDY

Fall	Fall
Geography 1	European History 105
English Literature 8	Teaching
Geometry 8	Educational Psychology 101
Rhetoric 7	Physics 1
*Physical Education 1	*Music
Winter	Winter
Agriculture 1	European History 106
English Literature 9	Educational Psychology 103
Geography 2	Physics 2
Geometry 9	Manual Arts 106
*Physical Education 2	*Drawing
Spring	Spring
Agriculture 2	**Biology
Arithmetic 2 or Algebra 6	Civics, United States 5
Sanitation and Hygiene 1	Rural Sociology 3
Reading 3	Teaching 2
*Physical Education 3	*Penmanship

Students who have completed the present Elementary Rural School Course will receive credit on the above course for Physical Education and 4 units of work.

For subjects on the Advance Rural Course which duplicate courses on the Elementary Rural Course, electives are to be chosen from the list beginning on page 67.

*Physical Education, Penmanship, Drawing, and Music are to be carried as fifth subjects and are supposed to require little, if any, time outside of the class hour.

**Particular course to be determined by previous training.

Elementary Rural School Course

Students who can present an eighth grade diploma or can give evidence that they had an equivalent preparation are admitted to this course without examination. The time required for such students to complete this course is two years and one summer term.

Students completing the course will receive a certificate valid for three years in schools employing not more than two teachers. This certificate is renewable for three years, if the renewal is recommended by the commissioner of the county in which the teacher has taught. It is renewable a second time for three years if the teacher has taught five years and has completed six subjects in advance of the Elementary Rural School Course.

COURSE OF STUDY

Fall

Arithmetic 1
Composition 2
Reading 1
United States History 1
*Physical Education 1

Winter

Arithmetic 2
Literature for Rural
Schools 5
Reading 2
United States History 2
*Physical Education 2

Spring

Reading 3
Nature Study 4
United States History and
Civics 3
Michigan Government and
School Law 4
*Physical Education 3

Fall

Teaching 1
Geography 1
School Management 1
Algebra 5
*Music

Winter

Algebra 6
Agriculture 1
Geography 2
Teaching 2
*Drawing

Spring

Agriculture 2
Geography 3
Sanitation and Hygiene 1
English Grammar 6
*Penmanship

Summer

Manual Tr. 101, or Manual Arts 106
Rural Sociology 2

Students taking the Elementary Rural Course who present a statement from their county commissioner to the effect that they have taught successfully for at least eight months will receive 1 unit of credit in each of the following subjects if they are able to do well the work remaining in those departments: (1) Arithmetic 1, (3) Geography 1, (3) United States History 1, (4) Reading 1, (5) Teaching.

Students who completed the Elementary Course prior to July 1, 1909, will receive the following credits on the Three-Year Limited Certificate or the Four-Year Life course: (1) Botany, 1 unit; (2) Physics, 2 units; (3) Pedagogy, 1 unit; (4) Teaching, 1 unit.

For credits on Advanced Rural School courses, see page 64.

One-Year Advance Rural School Course

It often happens that students entering the Advanced Rural Course find it necessary to teach before completing that course. Such students can obtain an Elementary Rural School certificate, explained on page 65 by taking the following course. The subjects of this course apply directly upon the Two-Year Advanced Rural School Course and no time is thus lost in securing the Elementary Rural certificate.

The entrance requirements are the same as for the regular Advance Rural School Course given on page 64.

COURSE OF STUDY

Fall	Winter
Teaching 1	Arithmetic 2
Geography 1	Manual Arts 106
Educational Psychology 101	Educational Psychology 103
Rhetoric and Composition 7	Agriculture 1
*Music	*Drawing
Spring	
Civics, United States 5	
Nature Study 4, or Botany 2	
Rural Sociology 3	
Reading 3	
*Penmanship	

One year's work, 12 units, is required to complete the Two-Year Advance Rural Course, in addition to the above course.

*Physical Education, Drawing, and Music are to be carried as fifth subjects and are supposed to require little, if any, time outside of the class hour.

TEACHERS COURSES

Four units from the list below must be taken on all two-year Life Certificate courses.

- | | |
|----------------------------|---------------------------|
| 1. Arithmetic 108 | 5. History 104 or Govern- |
| 2. English 103 or Grammar | ment 104A |
| 102 | 6. Nature Study 101 |
| 3. Educational Hygiene 101 | 7. Reading 104 |
| 4. Geography 101 | |

ELECTIVES

Electives on the several courses are to be chosen from the following list, after consultation with the instructor and the chairman of the Classification Committee.

Courses marked with a (*) are not open to freshmen.

AGRICULTURE AND AGRICULTURAL EDUCATION—Units

Breeds and Breeding 103.....	1
*Feeds and Feeding 109.....	1
*Farm Crops and Forestry 104.....	1
Gardening 105	1
Horticulture 112	1
Soil and Crops 114.....	1
*Soil Physics 111.....	1
Agricultural Chemistry 113.....	1
Agricultural Sociology 110.....	1

BIOLOGY—

Agricultural Botany 103.....	1
*Bacteriology 104	1
Field Biology 105.....	1
Insects and Plant Diseases 108.....	1
Zoology 106-107.....	2
*Hereditv 109	1
*General Science 102, Teachers Course.....	1
Nature Study 101, Teachers Course.....	1

COMMERCE—

Units

Accounting 101-102-103	3
Business Law 104.....	1

DRAWING—

Blackboard Sketching 108.....	1
Composition and Design 106.....	1
Drawing 101, 102 and 103.....	3
Drawing 105, Teachers Course.....	1
History of Art 110.....	1
Advanced Drawing 104.....	1
Applied Design 107.....	1
Mechanical Drawing 109.....	1

ENGLISH—

English 103, Teachers Course.....	1
Grammar 102, Teachers Course.....	1
*Advanced Rhetoric 104.....	1
*The Development of the English Novel 105.....	1
*The Evolution of the Short Story 109.....	1
Mythology 108	1
American Literature 106.....	1
Masterpieces 114	1
Modern Poetry 115.....	1
Advanced English Writing 116.....	1
*Tennyson 117	1
English Literature 118-119-120.....	3

GEOGRAPHY

Principles of Geography 101, Teachers Course.....	1
Commercial and Industrial Geography 102.....	1
Topography and Land Forms 103.....	1
Regional Geography 104.....	1
Geography of Europe 105.....	1
Meteorology 106	1
*Relation of Geography to History 107.....	1

HISTORY AND THE SOCIAL SCIENCES—

English History 101 and 102	2
American History 103 and 103A.....	2
History 104, Teachers Course.....	1
Government 104A, Teachers Course.....	1
History of Europe 105, 106 and 107.....	3
*Economics 108	1
*Political Science 109.....	1
Current History 110.....	1

	Units
Sociology 111	1
History of Michigan 112.....	1
*Slavery in the United States 113.....	1
*American Political Parties 114.....	1
*American Foreign Relations 115.....	1
*History of Europe 116.....	1
Bible History 117.....	1
*Expansion of Europe 118 and 119.....	2
*Democratic Revolutions 120.....	1

HOME ECONOMICS—

Sewing 107-108-109.....	3
Foods 110-111-112	3
Practical Nursing and Household Managements 113....	1
Home Economics 115, Teachers Course.....	1

KINDERGARTEN—

Educational Toys 101.....	1
Kindergarten Primary Industrial Arts 101A.....	1
Kindergarten 102, Teachers Course.....	1
Child Study 103.....	1
Literature for Children 104.....	1

FOREIGN LANGUAGES—

This department offers seven years' work in Latin, four in German and three in French. See department report.

LIBRARY—

Library Methods 107.....	1
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MANUAL ARTS—

Woodwork 101, 102, 103.....	3
*Pattern Making 104 and 105.....	2
Manual Arts for Grades 100.....	1
Wood Turning 107	1
Mechanical Drawing 108.....	1
Machine Drawing 109-110.....	2
*Architectural Drafting 111.....	1

MATHEMATICS—

Trigonometry 101	1
College Algebra 102.....	1
Analytical Geometry 103	1
*Differential Calculus 105	1
*Integral Calculus 106	1
General Mathematics 107	1

	Units
Arithmetic 108, Teachers Course.....	1
Surveying 109	1
*Advanced College Algebra 110.....	1
*Theory of Equations 111.....	1
*Differential Equations 112.....	1
History of Mathematics 113.....	1
 MUSIC—	
Elements of Music 101.....	1
Advanced Sight Singing 103.....	1
Chorus	1
Music 104, Teachers Course.....	1
Supervisors Music 104A	1
Harmony 110-111-112	3
History of Music 114.....	1
Appreciation of Music 115.....	1
 PHYSICAL SCIENCE—	
College Physics 101, 102, and 103.....	3
*Mechanics 104	1
*Heat and Light 105.....	1
*Electrical Measurements 106.....	1
Chemistry 111 and 112.....	2
Chemistry (Qualitative Analysis) 113.....	1
Quantitative Analysis 115 and 116.....	2
*Astronomy 120	1
 PHYSIOLOGY AND PHYSICAL EDUCATION—	
Educational Hygiene 101.....	1
Advanced Hygiene 102.....	1
Anatomy, First Aid 103.....	1
Physiology 104	1
Physiology, Physical Diagnosis 105.....	1
Play, Playgrounds 108.....	1
Theory of Athletics 109.....	1
 PSYCHOLOGY AND EDUCATION—	
*History of Education 104.....	1
*The Social Aspect of Education 106.....	1
*Mental and Sex Hygiene 107.....	1
*Individual Psychology 110.....	1
*Clinical Psychology 111.....	1
Primary Methods 112.....	1
*School Administration 113.....	1
*Educational Measurements 114.....	1
Social Ethics 115.....	1

	Units
READING AND SPEECH—	
Public Speaking 101.....	1
Dramatic Reading 102 and 103.....	2
*Modern Plays 106.....	1
*Advanced Public Speaking 110.....	1
RURAL SCHOOL—	
Rural Sociology 101.....	1
Rural School Administration and Supervision 102.....	1
TRAINING SCHOOL—	
Teaching	1

Details of Departments

Subjects bearing numbers from (1) to (49) are accepted for credit on Rural and Preparatory courses; those from (101) to (199) are accepted for credit on the Limited and Life Certificate courses.

Subjects bearing * are not open to first year students.

AGRICULTURE

MYRON A. COBB

1-2. Agriculture. Two units.

Agriculture is a required subject in the eighth grade of the rural schools. These courses are designed to prepare the teacher for this work. Course 1 is a study of field crops, horticulture, and gardening. Course 2 comprises soils and stock. This course may be taken before Course 1. Warren's Elements of Agriculture is the text used in both courses. Sc. 107.

103. Breeds and Breeding.

The breeds of domestic animals—horses, cattle, sheep, swine; heredity, environment, and selection, as factors in breeding are discussed in the course.

An excellent collection of lantern slides, and a study of the best herds in this vicinity form the basis for stock judging. Sc. 107.

*104. Farm Crops and Forestry.

In Farm Crops the following topics are discussed: the study of types and breeds and their adaptability; improvement, distribution, and various methods of planting and cultivating farm crops. Considerable time is spent on corn judging.

In Forestry the following points are discussed: value of forests, tree identification, forest conservation, and care of the farm wood lot. Sc. 107.

105. Gardening.

A study is made of soil fertility and preparation, planting, transplanting, thinning, weeding, cultivation, combating insect and plant pests, harvesting, and storage of garden crops. The greenhouse and the children's gardens of the training school afford excellent places for prac-

tice and observation. Ability to direct school and home garden work is a valuable asset to any teacher. Attention will be given to the principles of decorating school and home grounds. Sc. 107.

*109. Feeds and Feeding.

The course deals with the principles of nutrition, common feeds and their uses; also the feeding, care, and management of farm animals. Elementary chemistry and physiology are prerequisites. Sc. 107.

110. Agricultural Sociology.

The history and present status of agricultural education in our public school system and in extension work, as in farmers' institutes, agricultural experts' work, boys and girls' agricultural clubs, etc., are presented. A study is made of materials and method of presentation of agriculture as a subject, and opportunity is given for practice in presenting this to classes. Sc. 107.

111. Soils.

A study is made of soils as to origin, classification, fertility, storage of water, movement of water, aeration, and the physical, chemical and biological properties. Field trips, laboratory work and numerous demonstrational experiments will make the course of special interest and value.

There have been devised many special pieces of apparatus applicable in the high school for illustrating the properties of soils. Sc. 107.

112. Horticulture.

A thorough and practical study of fruit growing is made. The following topics are discussed: orchard arrangement, planting, pruning, marketing, spraying, fruit varieties, small fruits, tree surgery, gardening; and a review of orchard insects and diseases is made. Sc. 107.

113. Agricultural Chemistry.

A study is made of the chemistry of agricultural products as feeds, soils, fertilizers, insecticides, fungicides, milk, wool, etc. The student analyzes the above products.

The view point of the course, together with its practicality and importance makes it of special value to those interested in chemistry as well as to those interested in agriculture. It is believed that the chemistry given in the rural or small town high school should have the agricultural view point.

The department is well equipped for the work. Some of the special pieces of apparatus are the Soxhlet fat extractor, Kjehldahl nitrogen outfit, Parr calorimeter and automatic burettes. Sc. 107.

A SHORT COURSE IN AGRICULTURE

This course is designed for those who do not wish to specialize in agriculture and who wish to know the fundamentals of the theory and practice of agriculture. They are of considerable practical interest and worth while to any one who may teach agriculture or geography. The courses will put one in touch with modern scientific agriculture. They need not be taken in any special order of sequence.

114. Soils and Crops.

A study is made of the origin, classification, physical properties, fertility, and methods of handling soils. A study is made of the distribution, varieties, judging, fertilization, and proper methods of handling of the ordinary crops.

115. Farm Animals.

There are two main features of this course; namely, breeds and feeding. In the former, a study is made of the type, various kinds, judging and utility. In feeding, a study is made of the principle of nutrition, digestion, assimilation, various feeds and their utility, feeding and management of farm animals.

BIOLOGY

MAE KROENIG WOLDT

1. Botany.
The structure and life history of the flowerless plants are studied. Sc. 203.
2. Botany.
The structure and functions of the organs of flowering plants are emphasized. Field work for the identification of spring flowers and common trees is required. Sc. 203.
3. Botany Review.
This course is offered in the summer term for those who wish to prepare for the county examinations. At other times students desiring to review botany may elect Botany 2. Sc. 203.
4. Nature Study, Elementary.
The course aims to give some general information concerning common animals and plants. It gives the student opportunity to familiarize himself with types of the various groups of insects, their anatomy, and development. The life histories and methods of control of the more important insect enemies of fruit and farm crops will be discussed. Sc. 203.
101. Nature Study. Teachers Course.
Appropriate subject matter of a biological nature is presented in which habits, life histories, and relations of organisms to their environment, are emphasized. The underlying principles of nature study are discussed, lesson plans are outlined, and methods of presentation are suggested. Sc. 203.
- *102. General Science.
General Science is the latest attempt to solve the perplexing problem of the teaching of elementary science. In this course, subject matter and its method of presentation will be discussed. An examination of textbooks is made and series of experiments planned. Sc. 203.

103. Agricultural Botany.

The functions of the organs of a plant, conditions necessary for growth, relation of plants to soil, various means used in propagation, and the origin of new varieties are discussed. Sc. 203.

*104. Bacteriology.

The course treats of cultural methods, staining reactions, and other fundamentals in the study of bacteria; and discusses their activities and importance in the industries, in dairy products, and as disease producers. Sc. 203.

105. Field Biology.

The course is presented by field trips, lectures and laboratory work. The identification of animals and plants in selected habitats, the study of their structural adaptations and of their habits will be features of the course. Sc. 203.

Zoology.

106. Invertebrate Zoology.

Structure and habits of typical invertebrate animals are studied with emphasis on forms common to this region.

107. Vertebrate Zoology.

In addition to the study of the structure and habits of vertebrates, their origin and current explanations of genetics are discussed.

108. Insects and Plant Diseases.

The first half of the course is devoted to a study of insects of economic importance and methods for combating these, with a laboratory identification of specimens discussed.

The second half treats of fungous diseases of plants and the most effective methods for preventing these. Sc. 203.

*109. Heredity.

There are no scientific problems of greater human interest than those of heredity.

A knowledge of the problems involved in inheritance is necessary for discussion of plant and animal breeding and for the understanding of social problems. The subjects discussed in the course are; (1) theories explanatory of origin of plants and animals, (2) physical basis of inheritance, (3) inheritance of physical and mental traits in animals, (4) eugenics. Sc. 203.

COMMERCE

F. E. ROBINSON

C. C. BARNES

LELA DAVENPORT

The demand for properly trained commercial teachers is comparatively recent. The fact that so many high schools are introducing commercial courses makes it necessary to give special attention to this class of teaching. Central Michigan Normal School is prepared to give thorough training to candidates for this course. The advantages offered are worthy of serious consideration.

101. Accounting.

This is an introductory course, taking up the business transaction, business papers, journalizing, posting, trial balance, statements, closing entries, etc. M. 1.

102. Accounting.

This is a continuation of 101. It takes up partnerships, special column journals, controlling accounts, general and subsidiary ledgers, check register, petty cash accounts using thoroughly modern methods. Emphasis is placed on careful individual work. M. 1.

103. Accounting.

This course deals with costs, payrolls, etc. It is an advanced course which qualifies the student to handle relatively difficult work. Cost accounting is coming to be one of the big subjects in business today, making a thorough knowledge of it essential to the commercial teacher. M. 1.

104. Business Law.

The value of a knowledge of the ordinary law of business cannot be overestimated. This course is designed to give the student a good idea of contracts, agencies, common carriers, deeds, mortgages, corporations, compensation laws, and similar subjects. It is a valuable elective for all students. M. 1.

105. Stenography.

The Gregg system is used. The development of the alphabet is studied; the best way of making outlines is shown;

and easy matter is dictated. Word signs and rules are taken up in detail. M. 3.

106. Stenography.

More difficult matter is given; letters are dictated, and office routine is developed. Filing systems are discussed, accuracy is emphasized and attention is paid to acquiring reasonable speed. M. 3.

107. Stenography.

Courses 105 and 106 are prerequisites. The student should have a speed of from sixty to seventy words per minute. At this time letters are written on the typewriter. Eighty-five words per minute are necessary for final credit. M. 3.

103. Typewriting.

Two hours daily are required. The touch system is used. Experience has proved that the touch system gives greater speed and accuracy and that it is preferred in the business office. Special attention is given to correct posture and fingering. A speed of twenty-five words per minute should be reached in this course. M. 3.

109. Typewriting.

Speed tests are held at frequent intervals. The national rules of marking are observed. This course is given in conjunction with Stenography 107. Forty words per minute are required for final credit. M. 3.

110. Business Organization and Management.

The way in which modern business is conducted is taken up in the course, and efficient ways of saving time and money in business are discussed. Office management and organization are given special attention.

Penmanship.

This is required on all courses. Palmer method is taught. Standards of value, using Ayres', Thorndike's, Freeman's, and the Kansas City Scales, are used. Freeman's text on the teaching of handwriting is used in the class. Commercial students are expected to secure Palmer diplomas. M. 1.

ART

ELIZABETH R. WIGHTMAN

LOU M. BARGEY

101. Drawing. Miss Wightman.

The purpose of this course is to give to the student ideas of form, perspective, design and color upon which to base the work of the courses which follow. Drawing from still-life in outline is given, and painting and drawing from flowers and other nature sources, as material for design, are included in the course. Exercises introducing the principles of composition, design and color harmony are given in connection with the work. Pencil and water-color are used. M. 15 and 13.

102. Drawing. Miss Wightman.

The subjects studied in Drawing 101 are continued in this course. Special attention is given to pencil rendering in light and shade, and to the decorative treatment of flowers and still-life. The work in color harmony and design is continued. Pencil, charcoal, and water-color are the mediums used. M. 15 and 13.

103. Drawing. Miss Wightman.

The work of the first two courses is continued with emphasis upon the handling of water-color, preceded by studies of still-life in charcoal tone. Pencil and charcoal are continued for work in outdoor sketching and illustration. Design in this course is based upon the principles studied in the two preceding courses, and is applied to specific problems. M. 15.

104. Advanced Drawing. Miss Wightman.

Figure drawing and lettering are studied in this course in connection with pictorial composition and the making of posters. Outdoor sketching in pencil and charcoal gives motives for original landscape composition and for poster making.

The study of color, composition and design in the preceding courses is applied throughout this course. M. 15.

105. Teachers Course in Drawing. Miss Wightman.

This course makes a special study of public school art as to principles, purposes and methods of teaching, planning of lessons and courses of study, and sources of material. Drawing 101 and 102 should precede. M. 15.

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106. General Design. Miss Wightman.
The study of arrangement, expressed in line, dark and light and color, is given in a series of problems planned to develop independence in the student's work, as well as an appreciation of fine design in all art production. M. 15.
107. Applied Design. Miss Wightman.
This course is a continuation of the preceding with special attention to the application of design to material. Leather-tooling, block-printing and stenciling are included. M. 15.
108. Blackboard Sketching.
The purpose of this course is to prepare teachers to illustrate correctly and rapidly before classes. The following subjects are studied; object drawing in outline and in dark and light; trees and landscape, in outline and in mass; flowers and the perspective of buildings. Designs as developed in the preceding course are applied to the making of calendars, headings for programs and other temporary black-board decoration. Lettering is included in the course. Drawing 101 precedes. M. 5.
109. Home Decoration.
A course in which the principles of design as applied to house planning and furnishing are studied.
The relations of the house to the ground upon which it is to stand, and the best arrangement of rooms to fit the ground plan, form the introduction to the course. The choice and arrangement of furniture, rugs, draperies and other elements of house making follow, based upon the laws of good design. Incidental to the course, the possibilities in remodelling old or poorly designed furniture is considered. Reclaiming these to usefulness is a vital problem in most homes.
110. History of Art. Miss Wightman.
This course includes the study of ancient, mediaeval and modern art, illustrated with photographs and slides. Special attention is given to the development of painting, the composition of pictures in line, dark and light and color being studied to gain appreciation of the world's masterpieces.
Pictures and casts suitable for study in the grades are listed by the class, and methods of presenting these to the children, to stimulate their interest and appreciation, are discussed. The fine collection of framed pictures owned by the Normal, aids in the course. M. 15.

ENGLISH LANGUAGE AND LITERATURE

EDITH A. BARNARD

HARRY A. MILLER

ETHEL G. CAREY

2. Composition.

This is a course in written and oral expression for those students taking the Elementary Rural Course. It seeks to familiarize the student with new conditions of study and the general use of the library. The material for oral and written reports, discussions, conversations, essays, and letters is taken from the school and home life of the student. He is given a basic training in punctuation, capitalization, grammar, paragraphing, the correct copying of poetry, the writing of conversations, and the proper arrangement of written work. Story-telling is introduced and an acquaintance made with the periodical literature in the library.

4. Literature for Rural Schools.

This course is devoted to a study of the various kinds of literature suitable and available for rural schools, and the sources of this literature. Much of this literature is found in leading periodicals. The value and necessity of rural school libraries is presented, and the student is put in touch with various methods of obtaining these libraries. Lists of books and periodicals suitable for rural schools are made, and also courses of reading adapted to pupils in country schools. Selections from American and English authors are read and studied, with especial emphasis placed on the classics used for the state eighth grade examination for the current year.

6. Rural School Grammar.

Students entering this course are expected to understand the fundamental principles of grammar—the nature of nouns, verbs, and their modifiers, and the construction of words in simple sentences. A thorough study is made of the structure of the sentence, the nature and function of the various parts of speech, and of English idioms. Modern methods of presenting the various topics are given in connection with the academic instruction.

7. Rhetoric.

The work of this course is largely the writing of exercises and weekly themes. Many oral reports are presented before the class, and a study is made of the different

forms of discourse, the use of words, the sentence, the paragraph, and the whole composition.

8-9-10. English Literature. Three units.

This course is in reality English Literature 118-119-120, but is to be elected by students on the preparatory course as English 8-9-10. Allowance is made for the limited back-ground in literature the student possesses when he elects the course under these numbers.

101. Written English.

The object of this course is to help students to express themselves correctly in the simpler forms of writing. To this end continual practice in writing is given, with attention to punctuation, capitalization, spelling, appearance of manuscript, sentence structure, and logical arrangement and development of thought.

102. Grammar. Teachers Course.

A thorough review is given of the more difficult subjects, and particular attention is paid to sentence structure and analysis. Instruction is given upon modern methods of teaching the subject in the grades and in the high school. The aim is to give the student a broader as well as a more thorough knowledge of the English language—its structure, its history, and development.

103. English. Teachers Course.

This course deals with the materials and methods to be used in English work in the grades and in the high school. The principles of literary interpretation are taught and applied in a model study of several such classics as are likely to be used in the schools. Instruction is given in the use of the library, and lists are made of the reference books most necessary for teachers and students of English. Courses in library reading are worked out which are designed to give inspiration for English work and insight into the best methods of presenting it.

104. *Advanced Rhetoric.

This is an advanced course in rhetoric, dealing with rhetorical theory and the principles of style. Attention is paid to words, sentences, and paragraphs and their effective use in compositions as a whole. The qualities of clearness, force, and elegance in writing are stressed. Compositions are written illustrating the principles discussed. Written English and Advanced English Writing should precede this course.

105. The Development of the English Novel.

This course has for its purpose a critical insight into the development of the English novel from Arthurian romance to the present-day novel, and a study of the modifications in structure and content of this fascinating and increasingly important literary form. Instruction is given on how to discriminate between the worthless and worth-while novel, and how to read a novel with profit.

106. American Literature.

A general survey of the subject is made for the purpose of giving the student a knowledge of the orderly growth and development of American Literature. Emphasis is put upon some of the more important American writers, and inspiration drawn from their works. The course seeks to instill in the hearts of students a love for the writings of their own countrymen and to create ideals of good citizenship.

107. Course in Library Methods.

The purpose of this course is to train teachers to select, organize, and administer a school library. Instruction is given in the use of reference books; in the selection of books for a school library; in classifying and cataloging books; and in all the details connected with the care and management of a school library. Superintendents are requiring that teachers have some knowledge of library methods. Therefore this course is given by the librarian twice during the year.

108. Mythology.

This course prepares for a better understanding of general reading, literature, art, and music; and aids in giving the cultural preparation which no teacher in either the high school or the grades should be without. The hero tales and nature myths are much used in language work and in nature study. Emphasis is put upon the stories from which literary allusions are drawn.

109. The Evolution of the Short Story.

An attempt will be made in this course to examine the Short Story as a conscious art product after an interesting process of development from the stories of the Egyptian papyri to the present perfected forms, as exemplified in the works of German, French, Russian, and English and American writers. Special emphasis will be placed

on the rise of the Short Story in England and America, and the influences which dictated and stimulated its development. The critical study will concern itself with an examination of the methods for securing effectiveness. Representative stories will be read and discussed in class, and special reports made of the literary laws operating to produce the Short Story.

114. Masterpieces.

A critical and intensive study is made of several literary masterpieces and the place these masterpieces occupy in the general scheme of the world's literature. The student is taught to see that literature is a reflection of life, and that this reflection may be found in the drama, the novel, the short story, and in poetry. He is taught to appreciate the works of the masters and discover in them the inspiration that great literature gives.

115. Modern Poetry.

Working side by side with the present-day novelist, short story writer, and essayist, and producing work of equal importance is the present-day poet. Who are these present-day poets, what are they writing, and what is the relation of what they write to the life of today are some of the interesting questions this course seeks to answer. The leading periodicals and a textbook of criticism and biography furnish the materials for the readings and the discussions.

116. *Advanced English Writing.

This is a course designed primarily for students who already have had the course in Written English. Specimens representing the types of discourse are selected for their effective expression, and their structure analyzed with a view to gaining skill in writing. The knowledge obtained from this study is put to use in the preparation and writing of a number of compositions of an advanced nature.

117. *Tennyson.

An appreciative study of the works of the nineteenth century poet, and an inquiry into his art, his work on nature, and his work on human life, as expressed in his poems. Several of his more important selections will be read in class and discussed in the light of the poet's close relation and sympathy with the movements of thought in his time.

118-119-120. English Literature. **Three units.**

This is a general survey course in English Literature for those students wishing a deeper and more intensive study of the subject. The course seeks to offer a background for more advanced courses. Literary selections are read and discussed in class with a view toward gaining an appreciative conception of literature as a growth and as a natural expression of the time which produced it. Students on a preparatory course may elect this course as English 8-9-10.

121. Nineteenth Century Writers.

The purpose of this course is to guide the reading of the student in the extensive field of nineteenth century literature and to focus his attention upon the chief representatives of this age, in poetry, fiction, journalism, philosophy, and criticism. He will be asked to confer from time to time with his instructor, receive assignments, and make special reports.

122. Shakespeare.

The general scope of the work of this course will be determined somewhat by the desires and needs of the class. The extensive reading of a number of plays, or the intensive study of a few plays will introduce the student to the great poet's profound observation of human life, his tolerant sympathy, his humor, and his masterly expression.

FOREIGN LANGUAGES

ANNA M. BARNARD

Scope and Credit. In addition to the work generally offered in high schools in four-year Latin and two-year French courses, this department offers advanced courses in these subjects, of collegiate grade, planned especially for those who wish to teach them. Sufficient work is done in First Year French to meet the two-year entrance requirement of the University. Students entering upon the first year of a foreign language must take at least three units of work in it in order to have it count toward their required number of electives.

Latin 101-112, French 101-3 may be taken by preparatory students.

Practice Teaching in Languages. Students specializing in languages may do practice teaching in any of the elementary courses as part of their teaching requirement. They should consult the head of the department in regard to it as early in their course as possible.

Latin 101-102-103. Beginning Latin. Three units.

A thorough grounding is given in forms, syntax and pronunciation, as well as extensive reading of simple Latin with proportionate practice in Latin composition. Constant study is made of the Latin in English, of English derivatives, word-building, with a comparison of Latin and English models of expression.

Latin 104-105-106. Second Year Latin. Three units.

This year's work consists of selected readings on Roman history and tradition from Eutropius, Gellius, Caesar, Llomond. The prose composition is based on the passages read, particularly those from Caesar. The student makes a careful library study of Caesar, the man and the statesman, of Roman political conditions in Caesar's time, and of his military system.

Latin 107-108-109. Third Year Latin. Three units.

These courses take up Cicero's Orations and Ovid's Metamorphoses, with prose composition. Library studies in Roman political institutions, Greek and Roman mythology, and in Latin versification accompany the Latin reading.

Latin 110-111-112. Fourth Year Latin. Three units.

Selections from Vergil's Aenid and Eclogues, with studies in mythology, the structure of epic verse, and literary

activities in Rome in the time of Augustus form the fourth year Latin work.

Latin 113-114-115. College Latin, First Year. Three units.

These courses cover selections from Cicero's Essays, Livy's History of Rome, and one or more dramas of Plautus or Terence; studies in the various systems of philosophy adhered to by the Romans; and prose composition.

Latin 116-117-118. College Latin, Second Year. Three units.

Course 116 covers selections from all the works of Horace, with particular attention to his metres and to his extensive influence on English poetry. Course 117 and 118 give a History of Roman Literature (text Mackail), with readings from important writers of different periods.

Latin 119. Teachers Course.

This course presupposes at least three years of Latin, and must be taken by all who expect to teach it. It consists of (1) lectures, discussions, assigned readings, and theme writing on the historical development of the Latin language and literature, together with topics related thereto; the disciplinary and cultural values of the Latin taught in secondary schools; general and particular bibliographies, etc.; (2) intensive studies in Latin grammar (including a very thorough study of word formation and of English derivatives), and in Caesar and Cicero, with model lessons and practice in making lesson-plans, and a thorough treatment of the problems and methods of secondary Latin teaching.

***120. Latin.**

Selections from Pliny's Letters and Martial's Epigrams are carefully studied, as throwing light on Roman life in their day.

***121. Latin.**

This course treats of the Public and Private Life of the Romans. Illustrated lectures, recitations and reports on assigned library readings are its main features. A knowledge of Latin is not required. The student acquires a knowledge of the nature and source of the modern world's inheritance from ancient Rome.

***122. Latin.**

Advanced Latin Writing is a course which extends and supplements the prose composition taken in earlier years of Latin study, and should be taken by all who expect to teach Latin. Part of the work of the course consists of a thorough review of Latin grammar.

***123. Latin.**

This course is an advanced study of the Masterpieces of Latin Literature with special attention to the great influence of the Latin upon various modern literatures. The whole range of Rome's literary life is covered. A knowledge of Latin is not required.

German. No courses in German will be offerer in 1921-1922. For the mature and scope of German courses usually offered (German 101-112), consult the 1918 edition of this Yearbook.

Modern Languages. In the Modern Language course in this Normal a modified direct method is followed. Every opportunity is given the student to acquire and maintain an accurate pronunciation, together with constant practice in speaking and reading. A large active vocabulary is systematically built up in the first two years, covering the student's usual school and home activities and environment, as well as the basic vocabulary necessary for more or less simple reading of a general nature.

101-102-103. First Year French. Three units.

A thorough grounding is given in pronunciation and the main features of French syntax. Meras' *Le Premier Livre* and *Le Second Livre*, or equivalent direct-method beginning texts, are used. The student acquires a fair reading knowledge of French, together with considerable conversational ability and facility in using the common every-day phrases needed by one traveling in France. Regular verbs and 30 to 40 of the most-used irregular verbs are carefully studied. In addition to the beginning text, 150 to 250 pages are read from such works as Halevy's *L'Abbe Constantin*, Fontaine's *En France*, Maillot's *Sans Famille*, etc.

104-105-106. Second Year French. Three units.

Copious selections, totalling 300 to 400 pages, from representative novelists and dramatists are carefully studied and paraphrased, such as Daudet's *Le Petit Chose*, About's *Le Roi des Montagnes*, Augier's *Le Gendre de M. Poirier*, Sandeau's *Mlle. de la Seigliere*. More work of an inventive nature naturally occupies the student in the second year. The course includes a review of grammar and a further study of the irregular verbs. Library reference work is done on the customs, characteristics, and history of the French nation.

*107. The French Classic Drama.

This course acquaints the student with representative dramas of the 17th century, at least one each of the plays of Moliere, Racine, and Corneille being read, with collateral readings on French life and manners of that period.

*108. French. Advanced Composition and Conversation.

This course should be taken by all Senior College students who expect to teach French.

*109. Modern French Drama.

Representative dramas of the greatest dramatic writers of the 19th and 20th centuries are studied, with discussions on dramatic tendencies in this period.

*110. The French Short Story.

Representative works of Daudet, Loti, Maupassant, and others are studied, to trace the characteristic tendencies in this division of French literature.

*111. Teachers Course in Modern Languages.

This course consists of lectures and quiz discussions on aims and methods, with a thorough treatment of the principles underlying the direct method. A short practical course in phonetics is given, with lectures on the value and use of phonetics in elementary foreign language instruction. A comparative study is made of available text-books. The course aims to cover thoroughly the problems involved in the teaching of modern foreign languages in American schools.

GEOGRAPHY

R D CALKINS

The Teacher's Preparation in Geography

Geography is generally conceded by superintendents to be the poorest taught subject in the schools. This is due more than anything else to the lack of preparation on the part of teachers. More than half of the high school graduates now entering normal schools have had no geography since they left the grades, and many of them will get no geography in the normal school. Yet when they go out to teach they will find geography in the schools from the third grade to the high school and most of them will be called upon to teach it or supervise its teaching by others. There are few subjects in the normal school in which a small investment of the students' time will yield greater dividends of satisfaction to themselves and prestige with their superintendents when they become teachers than will three or four courses in geography. Teachers must obtain more of their preparation in geography in the normal school than in any other subject.

A SPECIAL COURSE IN GEOGRAPHY AND HISTORY

Geography and History are so casually related and so extensively taught in the grades and junior high schools that together they make a much needed and most interesting line of specialization for teachers in the grammar grades and junior high schools and for supervisors and superintendents.

The departments of Geography and History have therefore united in offering the combined Geography and History Course outlined on page 49.

This course will not only make a most excellent preparation for an upper grammar grade and junior high school position but will enable those taking it to do special departmental work along these two closely related lines.

Those desiring to take the course should consult with the heads of the departments concerned.

1 2-3. Rural School Geography. Three units.

Three terms of geography are devoted to the study of the principles of geography and their application to regions. Methods of teaching and course of study for geography in the rural schools are also considered, discussed, and illustrated. Sc. 207.

101. Principles of Geography.

This course first defines the content and field of geography in order to get the point of view of modern geography, after which a study is made of the influence which physical environment has upon the affairs of man.

The course is fundamentally academic in its content but is professional in its organization of subject matter, point of view, and the familiarity which it gives with geographical materials. It may therefore be taken either as an elective or as a teachers' course. It is a prerequisite for all courses offered by the department and described below, except Topography and Meteorology.

Huntington and Cushing's *Principles of Human Geography* is used as a basis for the course and is furnished by the department for a small rental fee. Sc. 207.

102. Commercial and Industrial Geography.

This course deals with the material usually included in the ordinary courses in commercial geography found in most high schools. It deals with the laws and routes of trade, the machinery of transportation, the economics of production, and the localization of industries. Smith's *Industrial and Commercial Geography* will be used as a text. Required on the Commercial Course, and may be taken as an elective on other courses. *Principles of Geography*, or its equivalent, is a necessary prerequisite for this course. Sc. 207.

103. Topography and Land Forms.

This course, with *Principles of Geography* or with *Meteorology*, covers man's physical environment. It deals with rocks and the agencies which carve and sculpture them into the various types of topography and scenery. It helps to lay a foundation for the study of regional geography, and is a preparation for teaching certain phases of General or First Year Science in high schools.

It will be offered in the spring quarter so that field trips may be taken to various parts of the county to study the effects of glaciation and the work of running water. A government topographic map of most of the county and a large scale five-foot contoured map of two square miles near the city will make such field trips especially valuable. Sc. 207.

104. Regional Geography.

A study is made of the industrially young regions of the earth in Australia, South America, Africa, and Asia, to which the United States is beginning to look for a market

for its growing surplus of manufactured goods. The problem method will be discussed and applied to the study of these regions. Principles of Geography is a necessary prerequisite to the course. Sc. 207.

105. Geography of Europe.

The topographical conditions which helped to produce the diversified interests and nationalities which caused the Great War are studied. The course should lay a foundation for understanding Modern European History and the current events of the next few years in Europe. Principles of Geography is a necessary and Topography a desired prerequisite. Lyde's Continent of Europe, supplemented by library references. Sc. 207.

106. Meteorology.

A text book course of college grade dealing with the fundamentals of weather and climate. The course has practical value in that it prepares for teaching Geography or General Science, and cultural value in that it gives meaning to our climatic environment. The text-book is furnished by the department for a small rental fee. Sc. 207.

*107. Relation of Geography to History.

There is a growing tendency to combine and correlate the teaching of Geography and History in the schools. This course deals with the nature of the relations which exist between the two subjects and aims to show how geographic conditions have been influencing factors in the course of human history, especially in American history and in the recent Great War. Sc. 207.

108. Geographic Materials and Methods.

A professional course dealing with course of study, methods of teaching geography, and illustrative and supplementary materials of all kinds.

Principles of Geography or Meteorology are necessary, and Regional Geography or Geography of Europe are desired prerequisites.

This course may be taken either as an elective or as a teachers course. Students who have taken Principles of Geography for a teachers course may use that course as an elective and then take this course for a teachers course.

It is given only in the spring quarter.

HISTORY AND THE SOCIAL SCIENCES

CLAUDE S. LARZELERE

AMY M. BURT

Students expecting to teach history and allied subjects should classify with the history department early in their course and advise with the department in the planning of their work.

United States History. **Three units.** Miss Burt.

1. Colonial History.

European background, discovery, exploration, colonization, struggle for control of America, social life in colonies, relations with mother country, independence.

2. Origin and growth of the American Constitution, expansion, social and political development to 1865.

3. Reconstruction and Contemporary History of America.

Text-book, Beard and Bagley's "History of the American People." M. 16.

4. Michigan Government and School Law.

Larzelere's "Government of Michigan" is the text-book used. M. 14.

5. United States Civics.

M. 14.

101 and 102. The Political and Social History of England. **Two units.** Miss Burt.

The development of the English constitution and law, the Industrial Revolution, the political and social reforms of the nineteenth century, the expansion of England, and the Irish question are emphasized. M. 16.

103. American History from 1789 to 1860. M. 14.

103A. American History since 1860. M. 14.

104. History. Teachers Course. Mr. Larzelere.

The pedagogy of the subject is considered in this class. The following are among the topics discussed: The value of history stories, the course of study, the educational value of history, methods of teaching, text-books, the organization of historical facts, history in the junior and senior high school, dramatization, etc. Topics in American history are studied to illustrate certain pedagogical principles.

ples and to give opportunity for the organization of topics. Lectures are given and library readings required. M. 14.

104A. Government. Teachers Course. Mr. Larzelere.

The teaching of government in junior and senior high schools is discussed. A study is also made of our local, state, and national governments. M. 14.

A Survey of European History. Three units. Miss Burt.

105. The History of Greece and Rome to the disruption of the Roman Empire.

106. The Development of European States to the End of the Napoleonic Empire.

107. The Political and Social History of Europe Since the Congress of Vienna with Consideration of Current Events. M. 16.

*108. Economics. Mr. Larzelere.

A text-book, Bullock's "Introduction to the Study of Economics," will be used. The elementary principles of the subject will receive attention. Some of the great questions such as the currency, the tariff, trusts, labor troubles, wages, international trade, international rates of exchange, credit, etc., will be discussed. M. 14.

*109. Political Science. Mr. Larzelere.

Attention will be given to the problems and actual workings of our federal, state, and local governments. M. 14.

110. Current History. Mr. Larzelere.

Events of historical importance of the present day are studied. Magazines will be used largely as sources of information. M. 14.

111. Sociology. Mr. Larzelere. *

This course will deal with such questions as socialism, "bol-shevism," the "Reds," immigration, problems of the family, the place of the school in social life, the place occupied by the church in society, rural social life, social life in the city, poverty, pauperism, etc. M. 14.

112. History of Michigan. Mr. Larzelere.

It is believed that the history of our State is of sufficient importance to be studied as a separate course. Local history, the history of the Old Northwest, and the connections between the history of Michigan and the history of the United States will be given attention. M. 14.

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- *113. Slavery in the United States. Mr. Larzelere.
A study of the economic, social, and political influences of the institution of slavery upon our history and of the condition of the Negro race since emancipation. M. 14.
- *114. American Political Parties. Mr. Larzelere. M. 14.
- *115. American Foreign Relations. Mr. Larzelere. M. 14.
- *116. The History of European Thought and Culture. Miss Burt.
The intellectual development of man from primitive societies to the present day. M. 16.
117. Bible History and Literature. Mr. Larzelere. M. 14.
- *118 and 119. The Expansion of Europe. **Two units.** Miss Burt.
A history of the interaction of European and non-European peoples in the development of modern civilization and the World War. M. 16.
- *120. The Democratic Revolution in France and in Russia. Miss Burt. M. 16.

HOME ECONOMICS

ROSE J. HOGUE

Home Economics includes the subjects which relate to the life of the home and the community. Science is applied to the work of the household. The fundamental sciences, such as anatomy, chemistry, etc., are emphasized since household science must be built on these as a basis.

The student should also have information along economic and industrial lines and in general cultural subjects.

Many opportunities are open to the graduate in the teaching field. Extension work offers a new and interesting field. There is also need of the trained dietitian.

HOUSEHOLD ART

107. Sewing.

Fundamental stitches using in sewing, and their application.

Two undergarments and one wash dress. Care and use of the sewing machine, including attachments. Pattern drafting. Principles of design and theory of color applied to dress. Laboratory fee \$1.00. M. 12.

108. Sewing.

Fitting and alteration of patterns. Tailored skirt and blouse or woolen dress. Hygiene of clothing. Planning of clothing budgets. Textiles. Laboratory fee \$1.00. M. 12.

109. Sewing.

Making of summer dresses, children's clothing, decorative stitches, spring millinery. Laboratory fee, \$1.00. M. 12.

HOUSEHOLD SCIENCE

110. Foods.

Kitchen arrangement and equipment. Measurements and temperature involved in cookery; cooking of simple foods, including beverages, milk, eggs, cheese, etc. Laboratory fee, \$1.00. M. 12.

111. Foods.

Advanced cookery, including work with carbohydrates—sugars, starch, cereals, flour (pastries, bread, etc.) Laboratory fee, \$1.00. M. 12.

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112. Foods.
Advanced cookery, including meats, various kinds and cuts; fats and oils. Dietetics, which include nutritive value of foods and the requirements of the body. Laboratory fee, \$1.00. M. 12.
113. Practical Nursing and Household Management.
A study of home nursing and emergencies, including personal and public hygiene, home care of the sick, first aid to the injured, food and clothing for the sick. The location, equipment and care of the house; the family income and its expenditure for the necessities of life, shelter, food, clothing, and personal life. M. 12.
115. Home Economics. Teachers Course.
Includes discussion of Home Economics as an organized study in the school program; organization of courses of study; planning lessons; personality, materials and opportunities in the teaching of Home Economics.

KINDERGARTEN

HELEN R. EMMONS

101. Educational Toys.

This course deals with the selection of play materials in the education of young children. It includes the selection and use of toys, gymnasium apparatus, building blocks, Montessori and Frobelian materials as substitutes for the traditional ones of the kindergarten and primary school. These are selected in relation to the developing child in the light of modern educational theory. Sc. 204. Fall Term.

101A. Kindergarten-Primary Industrial Arts.

A study is made of the principles and methods which give educative value to hand-work for young children. The aim is to discuss and use practically materials in which may be found the beginnings of art and industry. These are used to meet the constructive instinct as it functions in the life of the child. It will include practical work with clay, sand, paper, wood, and textile materials, and the adaptation of these to the various projects of the kindergarten-primary curriculum. Sc. 204. Winter and Spring Terms.

102. Kindergarten Teachers Course.

This course includes a consideration of the fundamental factors in the making of the Kindergarten curriculum. Recent experiments in the education of young children will be discussed.

A survey is made of the kindergarten movement, aiming to acquaint the student with the different forces that have operated in forming the kindergarten situation of today. The selection and cost of materials, planning of kindergarten, and primary rooms are discussed. Sc. 204. Winter Term.

103. Child Study.

The aim of this course is to acquaint the student with the physical and mental characteristics of the first three periods of childhood. Text-book, Norsworthy and Whitley's "Psychology of Childhood." Collateral reading. Sc. 204. Fall Term.

104. Literature for Children.

A study is made of children's literature and the art of story-telling through lectures, reports, and practice in

telling and dramatizing stories. The course aims to present a broad range of material which will give a good basis for the appreciation and selection of stories and poetry suitable to children of different ages. Texts, "Literature in the Elementary School," MacClintock, and "Educating by Story-telling," Cather. Sc. 204.. Spring and Summer Terms.

105. Education of Young Children.

This course is designed to meet the needs of teachers of experience in the education of children from four to eight years of age. Recent experiments in the education of young children will be discussed in relation to solving present day problems of the kindergarten-primary period.

Observation in the kindergarten and first two grades will be required. Sc. 204. Daily 9 and 2. Summer Term.

MANUAL ARTS

O. W. TROUTMAN

101. Woodwork.

This course is planned for students who have not had at least one full unit's work in High School Manual Training. It covers the theory, use, and care of the hand tools necessary for the construction of grade problems. A working drawing of each problem constructed is required. Outside work consists of six drawings of models suitable for the sixth, seventh, and eighth grades.

102. Woodwork.

Presupposes Woodwork 101 or its equivalent. Woodworking machines are used in the construction of a piece of furniture involving veneering, mortise, and tenon, panel and drawer construction, with proper application of finish. Two drawings of high school cabinet problems are required.

103. Woodwork.

The application of joints, jigs, machines and finishes to commercial work, a detail study of tools, machines, lumber, stock-room methods, and general management of woodworking shop.

104. Pattern Making.

A series of patterns are constructed which illustrate clearly the principles of pattern making, covering draft, coring, shrinkage, etc. Each pattern is molded, giving the student foundry practice.

*105. Pattern Making.

The course includes advanced problems such as designing and building patterns for a small machine. The foundry experience is obtained by molding these machine patterns in a nearby foundry, giving the student actual experience in the manufacturing world.

106. Manual Arts for the Grades.

The course will cover suitable work for the first six grades; cardboard construction, weaving, sand table, raffia, book binding, reed weaving, chair caning, and rope tying. Woodwork will not enter into this course to any great extent. Tr. Sc.

107. Wood Turning.

Wood turned models involving the sequential steps in turning are made, together with a study of the wood lathe and care of wood turning tools.

108. Mechanical Drawing.

An elementary course covering lettering; the application of geometric construction in simple orthographic projections, intersections, and developments; perspective, isometric, and oblique projection.

109. Machine Drawing.

Machine sketches, mechanical detail and assembled drawings, tracings and blue prints, using machine and gas engine parts as drawing models.

110. Machine Drawing.

Machine Drawing involves screws, gearing, cams, and cam movements.

*111. Architectural Drafting.

This is a study in which sketches of brick, stone, and wood construction are used in a modern house building. The complete plans for a modern house with one perspective view are made.

MATHEMATICS

WEBSTER H. PEARCE

It is the aim of this department to give all courses with a keen realization of the modern demand for socialization of mathematics, to relate mathematics to the facts of every-day life. The teaching of mathematics has changed considerably in the last few years, and is even now undergoing further change. Teachers of mathematics must be alert to these. This department makes such effort.

1-2. Rural Arithmetic. Two units.

A study of arithmetic as outlined in the state course of study for rural schools together with a thorough drill in the fundamental parts of the subject. Special attention will be given to oral arithmetic. Sc. 301.

5. Algebra.

A course in elementary algebra.

6. Algebra.

A continuation of course five.

7. Algebra.

A continuation of Algebra 6.

8. Geometry.

An elementary course in plane geometry.

9. Geometry.

A continuation of course eight completing plane geometry.

10. Geometry.

An elementary course in solid geometry.

101. Trigonometry.

A course in plane trigonometry. Presupposes high school algebra and geometry. Sc. 301.

102. College Algebra.

An advanced course for college credit, not to be confused with advanced algebra offered in high schools. Presupposes high school algebra, but not trigonometry. Sc. 301.

103. Analytical Geometry.

An elementary course in analytical geometry. Sc. 301.

*105. Differential Calculus.

Presupposes courses 101 and 103. Sc. 301.

- *106. Integral Calculus.
Presupposes course 105. Sc. 301.
107. General Mathematics.
Aims to give to the prospective teacher the best educational thought and practice relating to the thought and content of mathematics courses as taught in junior and senior high schools. Sc. 301.
108. Arithmetic. Teachers Course.
A study of the present methods of teaching arithmetic, standard and practice tests, modern textbooks, present courses of study, and also a review of applied arithmetic. Sc. 301.
109. Surveying.
An elementary course in plane surveying. In this course the student becomes acquainted with the ordinary instruments of the surveyor; the transit, the compass, the level, etc. He takes up such practical problems as running lines of level for ditches, for sidewalk, and road grades. He measures land and makes profiles, plats, and blue prints. Sc. 301.
- *110. Advanced College Algebra. Sc. 301.
- *111. Theory of Equations. Sc. 301.
- *112. Differential Equations. Sc. 301.
113. History of Mathematics. Sc. 301.
Students on the High School Life Course taking mathematics as a major, should take the following courses: trigonometry, college algebra, analytics, differential and integral calculus, and general mathematics.

Students on this course taking mathematics as a minor should take the following courses: trigonometry, college algebra, analytics, and general mathematics.

MUSIC

J. HAROLD POWERS

ETHELYN C. CRAW

G. DAVIS BRILLHART

AGNES HANSEN CAMPBELL

The purpose of this department is to prepare teachers to teach music in the primary and grammar grades, also to prepare supervisors of music in the public schools of the state.

1. Rural School Music.

The music outline in the State Course of Study will be the basis, and the work will include some rudiments, tone work, and many attractive songs and choruses. The rudiments of music are presented so as to enable teachers of one-room schools to teach easy sight-singing. M. 18.

101. Elements of Vocal Music.

In this course the foundation is laid for all future study of vocal music. The work consists of the development of musical theory, notation, time, ear training, scale construction, the major keys, interval work, and sight reading. M. 18 and 20.

103. Advanced Sight Singing.

Elements 101 and 102 are prerequisites to this course. It consists of advanced work in sight reading in all major and minor keys; two, three, and four part singing. M. 18 and 20.

104. Music. Teachers Course.

Elements 101 is a prerequisite. It consists of music methods for primary grades, the child voice, the rote song, music methods for grammar grades, tone work, music reading, song interpretations, and part singing through the eight grades. M. 18.

104A. Supervisors Course in Music.

The course consists of a thorough study of all the leading systems extant, and the preparation of a complete outline of each. The purpose is to enable supervisors to carry on their work successfully, regardless of the book in use in their particular community. Some attention is also given to high school music and to conducting. M. 18.

105. Voice Culture.

This course is for the development of the voice, and con-

sists of correct breathing, voice placing, articulation, pronunciation, and the art of singing. M. 20.

110. Harmony.

For special music students and others who have had adequate preparation. The work includes a review of the structure of music, the major and minor scales, key relationships, intervals, consonant and dissonant, with their inversions, and three-toned chords. Recognition of all by ear is an important part of the work.

111. Harmony.

The study of the relation of triads to a key, cadences, melody formation, and the harmonization of melodies, making use of all chords as far as the dominant seventh with its most common resolutions, constitutes the greater part of the work of this course.

112. Harmony.

A continuation of Harmony 110 and 111, taking up the augmented and diminished chords, diminished seventh chord, and all secondary seventh chords, modulation and harmonic progression, suspensions, anticipations, and harmonic figuration.

114. History of Music.

This course gives a general outline of the history and literature of music. Topics will be assigned to students for special reference work in the library. Hamilton's "History of Music" will be used as a basis. M. 20.

115. Appreciation of Music.

Both structural and aesthetic analysis are taught in class lessons. The composition is separated into its component parts and each given careful consideration. Mode, meter, rhythm, harmony, form, characteristic or national style, and aesthetic meaning are included in this course. Lectures, with illustrations on musical structure, methods, aesthetics, and criticisms are given. The chief forms studied are aria, anthem, rondo, dance, and sonata, followed by the larger compositions, such as symphonies, oratorios, and operas. The pianoforte, voice, and victrola will be used. Previous musical knowledge is not essential for this course. M. 20.

116. Form and Composition.

Harmony is a prerequisite. This is a study of the melodic forms of music, the development of melody formation from the figure, motive, phrase, and period to the one, two, and three part song forms. Analysis of the works of Mendelssohn, Mozart, and Beethoven gives an opportu-

ity to trace these simple forms through the larger forms, ending with the sonata. Melodies based on the lesser forms are composed and harmonized by students.

117. **Dramatic Music.**

The increasing demand for suitable material for musical programs, cantatas and operettas for grades and high schools has led to the introduction of this course. Students will be directed in organizing original sketches from the abundance of good music in the various textbooks by following out some given theme and arranging songs in natural sequence. The best of the music plays from the various publishers will be examined and representative numbers given. At least one operetta or operatic sketch suitable for grammar grades or high school will be given in public by the class. This course is required of all special music students and is open only to students who give evidence of special musical ability.

M. 20.

Musical Organizations

The Girls Glee Club consists of about twenty-four women of the Normal Chorus.

The Men's Glee Club has a membership of sixteen men.

The Normal Orchestra has about twenty-five players.

The Normal Chorus consists of about eighty mixed voices.

Individual Piano, Vocal, and Violin Lessons

An excellent opportunity is offered to make a special study of the voice, piano, or violin. Studio recitals are given by the teachers at the close of each school month and a general public recital in each term. Four faculty recitals were given during the year.

PHYSICS AND CHEMISTRY

KENDALL P. BROOKS

1-2-3. Preparatory Physics. Three units.

1 and 2 are required on the Advanced Rural Course, 1, 2, and 3 on the Preparatory Course. Algebra and Geometry and prerequisites. The courses consist of both classroom and laboratory work. Not an elective on the Life Certificate Course. Sc. 306.

101-102-103. College Physics. Three units.

101, covers mechanics and sound; 102, heat and light; 103, electricity. Preparatory physics and trigonometry should precede the courses. Any term may be taken by itself. Individual laboratory exercises form a part of each term's work. Sc. 306.

*104-105-106. Analytical Mechanics; Heat and Light; Electrical Measurements. Three units.

These are advanced courses following the College Physics, for third or fourth year students who are specializing in this department. Calculus must precede these courses. The hours are to be arranged with the instructor. Sc. 306.

111-112. General Chemistry. Two units.

This is a beginning course in chemistry but is more complete than the courses usually given in high schools. It should be elected by those who wish to begin the subject and by those who have had a course in a school not equipped with complete and modern laboratories. Sc. 306.

113. Qualitative Analysis.

The principles of analysis are first developed and the student is then required to analyze a large number of unknowns. This is required on the Agricultural Course. Students entering that course, who have had no chemistry, should take 111 and 112. Prerequisites—General Chemistry 111 and 112, or high school chemistry. Sc. 306.

115-116. Quantitative Analysis. One or two units.

This is largely a laboratory course, teaching both gravimetric and volumetric methods. Qualitative Analysis is a prerequisite. Sc. 306.

*108. Laboratory Technique. Teachers Course.

This is a teachers course for General Life Certificate students. It is intended for those preparing to teach Physics and Chemistry in the high school. The more difficult

subjects are taken up and the best methods of presentation discussed. Exercises are given in setting up apparatus and equipping laboratories. The leading text-books are reviewed. Sc. 306.

*120. Astronomy.

This is an elementary course in descriptive astronomy, designed to acquaint the student with fundamental facts and principles. Mathematical treatment will be adapted to the abilities of the members of the class. A fine 4-inch refracting telescope, mounted equatorially, adds much to the value of the course. Sc. 306.

PHYSIOLOGY AND PHYSICAL EDUCATION

C. F. TAMBLING
J. F. SIMMONS

BERTHA M. RONAN
KATHRYN SHERWIN

1. Rural School Course in Physiology and Hygiene. Mr. Tambling.

An elementary course in school and personal hygiene with a brief review of anatomy and physiology, aided by demonstrations and a small amount of laboratory work. Gym.

2. Advanced Rural Course in Sanitation and Hygiene. Mr. Tambling.

A course in the health supervision of rural school children, presented through lectures, lantern slides, clinics, reading, and by visits to rural schools. Topics discussed: heating, ventilation, lighting, seating, cleaning, infectious diseases, the physical defects of school children. Gym.

101. Educational Hygiene. Mr. Tambling.

Health supervision of school children presented through lectures, lantern slides, clinics, visits to school rooms, and by reading. Some topics discussed are: physical defects of school children, modern health ideals, infectious diseases, ventilation, lighting, seating, cleaning, the hygiene of instruction, and school-house construction. Every effort is made to present the work in such a way that every part of it may be put to immediate and direct use by superintendents, school commissioners, and teachers. A course of study in hygiene for use in the grades is outlined. A text on personal hygiene is studied.

102. Advanced Hygiene. Mr. Tambling.

A course for those who are particularly interested in health work. It includes: first-aid practice; a small amount of laboratory work in bacteriology; laboratory work in the making of health charts, placards, and casts for use in the school room; practice in the use of the lantern and in the giving of health talks illustrated by slides; lectures and the study of a text.

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103. Anatomy and First Aid. Miss Ronan.
A course in elementary anatomy, the action of muscles, first-aid.
104. Physiology. Mr. Tambling.
Work particularly adapted to those expecting to teach science in the high school, to special teachers of physical education, and to men who hope to attend some university and who may look to medicine or dentistry as a profession. The work includes:
(1) The setting up of physiological apparatus and the performance of some experiments. (2) The dissection of a mammal. (3) The study of a suitable text. Gym.
105. Advanced Physiology. Physical Diagnosis. Mr. Tambling.
The physiology of nerve and muscle, circulation and respiration is studied. A part of the course is given to the study of physical diagnosis.
106. Theory of Gymnastics. For Women. Miss Ronan.
A teachers course in gymnastics with particular attention paid to the Michigan State Course of Study in Physical Education.
107. Theory of Gymnastics. For Men. Mr. Tambling.
A course in the teaching of gymnastics to be taken in conjunction with or preceding practice teaching.
108. Play and Playgrounds. Miss Ronan.
A course in the theory of play and the organization of playgrounds.
109. Theory of Athletics. For Men. Mr. Simmons.
A course in the interpretation of football, basketball, baseball, and track rules and the coaching of teams.
110. Theory of Athletics. For Women. Miss Ronan.
A course in the interpretation of the rules of basketball, playground ball, field hockey, soccer and track and the coaching of teams.

Health Supervision of Normal Students.

All students are given a complete physical examination soon after enrollment.

All students are urged to seek health advice from the school nurse whenever the need arises.

Physical Education Practice for Men.

All courses, including athletics, are designed to fit students for the teaching and supervision of physical education in the public schools. Men are expected to classify in this subject upon first entering school, and are advised to take as many of the courses as they can arrange for during their stay at the Normal. The demand from school boards for men teachers who are also equipped in this line, is greater than the school can supply.

In tennis and outdoor track athletics, forty-eight hours of practice are required for one term of credit. All other courses may yield one unit of credit each, in case regularity of attendance and amount of work done warrant it.

Men physically unfit to engage in floor work and men who prefer for any reason to do so, may substitute the Teachers Course in Educational Hygiene and one other theory course in the department for two terms each of physical education practice.

COURSES

Public School Games.

Physical Education 1.

Physical Education 2.

Folk Dancing.

Football 1 and 2.

Basketball 1, 2, and 3.

Track Athletics 1 and 2.

Baseball 1 and 2.

Tennis 1, 2, and 3.

Swimming.

Rural School Games.

Physical Education Practice for Women.

A careful physical examination is given each student when she enters the gymnasium. If she is physically unable to do the floor work she may, upon presentation of a physician's certificate, satisfy the physical education requirements by taking two courses in theory, if approved by the director of physical education for women. Any student temporarily unfit for floor work may be excused from it during the time of disability, but attendance for observation is required.

A regular gymnasium suit is required. Students should not purchase suits before enrollment.

To avoid conflicts in schedule all students are urged to classify in physical education the first term they enter school.

All students enrolled on the primary limited course are required to take Physical Education 1, 2, and 3.

The work in Physical Education 1, 2, and 3 covers the outline for the grades in the public schools of Michigan. Whenever credit is given for work done in any other institution, it must be applied on Physical Education 2 and 4.

COURSES

For non-specializing students

- Physical Education 1—Fall and winter terms.
- Physical Education 2—Winter term.
- Physical Education 3—Winter and spring terms.
- Physical Education 4—Fall term.
- Elementary Folk Dancing.
- Public School Games.
- Rural School Games.
- Tennis.
- Basketball.
- Swimming.

For specializing students

- Physical Education 51—Elementary Folk Dancing.
- Physical Education 52—Field Hockey, Swimming.
- Physical Education 53—Indoor Physical Training (Primary grades).
- Physical Education 54—Basketball.
- Physical Education 55—Indoor Physical Training (Grammar grades).
- Physical Education 56—Aesthetic Dancing.
- Physical Education 57—Advanced Folk Dancing.
- Physical Education 58—Soccer, Playground Ball.
- Physical Education 59—Indoor Physical Training (Junior and Senior High School).
- Physical Education 60—Athletics for Grammar grades.
- Physical Education 61—Tennis, Advanced Swimming.
- Physical Education 62—Pageantry.

PSYCHOLOGY AND EDUCATION

E. C. ROWE, Instructor

101-102-103. Educational Psychology. Three units.

These courses take the place of Psychology 101, Psychology 102, Pedagogy, Rural School and Limited Psychology, and Rural School and Limited Pedagogy. Special sections for Rural School and Limited Students will be provided. Rural School and Limited Students will be required to take 101 and 103 of the above courses. Students enrolled on the life certificate courses are required to take all three courses. Sc. 101 and 102.

*110. Individual Psychology. Mr. Rowe.

A general elective. Individual variation, mental tests and practice in their application and interpretation constitute the subject matter. No text-book used. Sc. 101.

*111. Clinical Psychology. Mr. Rowe.

A general elective. Retardation, feeble-mindedness, delinquency, and adolescent types of insanity constitute the subject matter. No text-book used. Sc. 101.

112. Primary Methods. Mr. Rowe.

A critical study of the methods, devices, and material used in the teaching of language, numbers, writing, and spelling to primary children. Recent literature on the teaching of these subjects will be reviewed. No text-book used. Sc. 101.

*113. School Administration. Summer term.

A course in the supervision and administration of schools designed for superintendents and principals. Topics to be considered are the course of study, graduation and promotion of pupils, supervision of instruction, improvement of teachers in service, etc. Sc. 103.

*114. Educational Measurements. Mr. Rowe.

Designed for superintendents, supervisors, and teachers of grammar grades. Particular attention will be given to the technic, interpretation, and practical use of standardized tests in reading, arithmetic, spelling, writing, and other school subjects. Group tests of general intelligence such as those used in the Army will be taken up. Opportunity for the administration of these tests to school children will be provided. Sc. 101.

*106. Social Aspects of Education. Instructor.

A general elective, not open to first-year students. In this course an attempt is made to trace the progress of society toward democratic education. The increasing social dependence upon education as a result of the applications of science and invention and as a result of the division of labor; the disappearance of the apprentice system and the development of modern technical and industrial education, and the recent movements to socialize the entire process of education are traced and discussed. A text-book is used. Sc. 102.

*104. History of Education. Instructor.

A general elective, not open to first-year students. This course aims to present to the student recent educational developments in the light of their historical evolution and their social bearing. It includes such topics as the junior high school, the Gary system, the platoon plan, open air schools, playgrounds, consolidation, etc. This course furnishes the necessary historical background for the comprehension and discussion of present-day educational problems. A text-book is used. Sc. 102.

*107. Mental and Sex Hygiene. Mr. Rowe.

The growing conviction that the school must concern itself with the entire personality of the child, and not merely with his intellect, has stimulated a larger interest in the problems of health and efficiency. This course is an attempt to supply the teacher with an intelligent background for such an interest. Aside from native ability, probably no one thing contributes more to future efficiency than a sound mental and sex regimen. No text-book is used. Sc. 101.

115. Social Ethics. Spring term.

The times are not only ripe for but seem to demand a better evaluation of the forces that make for social efficiency. This demand coupled with the fact that more and better material for a course on moral education is now available seems to warrant the inclusion of such a course in the possible equipment of a modern teacher.

READING AND SPEECH

I. A. BEDDOW

1-2-3. Rural School Reading. Three units.

Courses 1 and 2 for elementary rural students are courses in oral reading. Course 3 for both elementary and advanced rural students deals with the pedagogy of reading. M. 19.

101. Public Speaking.

The course includes a study of fundamental principles in correct oral speech and a thorough preparation of readings: drills to bring conspicuous faults to consciousness and to initiate correct habits: exercises in breathing, enunciation, blending, phrasing, emphasis, etc., and fundamental principles of action. M. 19.

102. Dramatic Reading.

The course consists of a study of selected plays and their preparation for presentation on the stage. At the close of the term one or more plays are performed. The purpose is to give students increased ability in the reading and enjoyment of dramatic literature and to fit them for training young people for the performance of plays.

*103. Dramatic Reading.

A second course in dramatic reading is offered in the spring term and is preparatory to the performance of a play on the stage in the Normal woods during Commencement week. M. 19.

104. Reading Teachers Course.

A discussion of the purposes served by reading in modern life and a psychological study of the processes involved in reading form the basis of the course. Habits to be formed, aims, problems, methods, and materials are studied. The library is extensively used. The work of the training school is observed. Meetings are arranged with critic teachers for discussions. M. 19.

105. Public Speaking.

Taken regularly as a fifth subject. The purpose of the course is to secure natural, simple, logical organization of thought and fluent ease in speech upon subjects growing out of students' observations and interests. M. 19.

*106. Modern Plays.

A course of extensive reading in the works of contemporaneous and recent European and American dramatists. Lectures on the modern theatre and modern drama will be illustrated by readings. Weekly reports of individual reading will be required. M. 19.

*107. Teaching Literature in the Grammar Grades and High School.

This course considers (1) the aims in teaching reading and literature in the grammar grades and high school, and (2) the selection of subject matter and methods necessary to accomplish those aims. M. 19.

108. Special Course in the Pedagogy of Reading. One-half unit.

This course is given only in the summer term; a six weeks' course designed to meet the requirements for those who take the teachers' examination for the first time. M. 19.

*109. Teaching Oral Language in Grammar Grades and High Schools.

This course considers (1) the aims in teaching oral language, and (2) methods necessary to accomplish these aims. M. 19.

*110. Advanced Public Speaking.

The course deals (1) with principles underlying effective speaking, and (2) with practice in carrying those principles into effect in debates and in the preparation and delivery of various kinds of speeches. M. 19.

RURAL EDUCATION

JOHN KELLEY, Director

MARION E. CRUM, Critic Teacher, Rural School

The Central Michigan Normal School has a special department devoted exclusively to rural school interests. Four separate courses are offered to different classes of students. These four courses are fully outlined and explained in this year book.

School Management, Rural Sociology, Rural Administration, and Supervision are given in this department; and from their study it is expected that the students will gain the modern point of view touching the conduct, management, spirit, and aims of rural education. The students will also get a better understanding of farm life and a clearer vision of its possibilities.

The Rural School Club is an organization of all rural school students for the study and discussion of rural school problems and for the general literary and cultural needs of the members. Membership is required of all rural school students.

The director and the members of the Rural School Committee, assisted by the other members of the faculty, will give close and careful attention to the enrollment, classification, and direction of students in the department.

At the Central Michigan Normal there is an increasing demand for rural teachers who have made special preparation. Many district schools are now paying a salary which will command the services of trained teachers. Our appointment committee will continue to give careful attention to the work of placing the right teachers in the right places.

1. Rural School Management.

This course is primarily a discussion of the many questions of school organization and management which present themselves to the rural school teacher. Culter and Stone's Rural School Management is used as a text-book. Other books are used to supplement the work. M. 8.

2. Elementary Rural Sociology.

This is primarily an elementary study and discussion of topics which will give teachers an insight into country life in its broadest social aspects and relationships. It shows the place of the school as an agency for rural progress; the opportunity of the well-prepared country teacher, and the need of many changes in our rural educational system. M. 8.

3. Advanced Rural Sociology .

This is a course dealing primarily with the rural life problem, what can be done to solve it, and how to do it. It sets forth the rural-life problem as it has developed and now is, showing the teacher's relation to it; it shows the place of the church, the library, the school, the Grange, the Y. M. C. A., and other agencies in the solution; points out the need of revitalizing rural education and of redirecting the rural school; it reveals to the teacher the social needs; shows the need for improving home and community life; and the need for leadership on the part of the teacher, and the ways in which she may exercise it. M. 8.

101. Rural Sociology.

This is a one-term course for high school graduates. It requires reports on books and articles in the leading magazines, touching rural subjects. It covers, beyond the elementary course, present rural social conditions; the fundamental farm problem,—keeping a standard people upon the farm; agencies of rural socialization and community building; the federation of rural agencies and forces; and the country life movement.* Such authors as Cubberly, Gillette, Bailey, Butterfield, Carney, Foght, Kennedy, Betts and Hall, and others are freely used in the course. M. 8.

102. Administration and Supervision.

This is a one-term course for students who are working for a life certificate in rural education. It should appeal to those who desire to prepare for county supervision, or for county normal work, and to those who are going to teach in villages, towns, and cities where a knowledge of rural problems is necessary. A careful study will be made of supervision and administration of rural schools and rural education. M. 8.

TEACHING

J. M. MUNSON, Superintendent

Critic Teachers

Helen R. Emmons.....	Kindergarten
Ethel M. Woolhiser.....	First Grade
Ina Best.....	Second Grade
M. Bernece Tompkins.....	Third Grade
Adelaide Johnson.....	Fourth Grade
Mary Elizabeth Barry.....	Fifth Grade
Mary Ellen Rich.....	Sixth Grade
Kathleen A. Phillip.....	Principal, Junior High
Helen N. Rowe.....	Junior High School
Bertha F. Smith.....	Junior High School
Lulu Bargey.....	Drawing and Hand Work
O. W. Troutman.....	Manual Training
Joseph F. Simmons.....	Physical Training
Rose J. Hogue.....	Domestic Science
Ethelyn Craw.....	Music
Marion Crum.....	Rural School

101-102. Teaching. Two units.

The work embraces observation, teaching in the Training School, writing of reports on assigned topics and conferences with the instructors supervising the teaching. Students on Life Certificate Courses in as far as it is possible will classify in teaching 101-102 the fall quarter of the senior year. Students on courses for the Graded Limited Certificate should classify in teaching 101-102 in the winter and spring quarters respectively.

103. Teaching.

This is an elective course. Students may classify in teaching 103 with the approval of the Superintendent of the Training School and the Chairman of the Classifying Committee.

104. Teaching.

A course in teaching at the Rural Demonstration School. Required of all Students on Rural Certificate Courses.



TRAINING SCHOOL

THE TRAINING SCHOOL

Enrollment of Student Teachers

Students pursuing any of the regular two year Life Certificate Courses should take their two units practice teaching during the FALL term of their Senior year.

Entrance

Each student will be classified in teaching by the superintendent of the Training School, who will assign him a suitable grade. He will report for the work for the first time at the special critic meeting of the grade to which he has been assigned, on the first Tuesday after his assignment. At this meeting the critic teacher will outline for him the work that he will be expected to do. This meeting will be at three o'clock in the grade room to which the student is assigned.

Critic Meetings and Consultations

Regular critic meetings and frequent conferences with the critic teachers and the superintendent are held from three to four o'clock. This hour must be kept open by all student teachers.

Purpose of the Training School

The aim of the Training School is to enable the prospective teacher to observe the work of expert teachers and to apply in actual teaching the principles obtained from the academic and professional courses, to obtain more principles and to acquire a teaching technique.

In all of this work the growth and development of the Training School pupil is fundamental. Of course great emphasis is placed upon the needs and progress of the practice teacher, but these factors are determined by the needs and progress of the boys and girls who are being taught.

Training School Calendar

Fall Term opens Monday, September 19, 1921.

Fall Term closes Friday, December 16, 1921.

Winter Term opens Tuesday, January 3, 1922.

Winter Term closes Friday, March 24, 1922.

Spring Term opens Monday, April 3, 1922.

Spring Term closes Friday, June 16, 1922.

1:00—2:0

*Farm Crops & Fc

Nature Study 101,

Stenography 105

Written English 1

Geography 1, El.

*Am. Political Ps

European History

Sewing 107

Ed. Toys 101

French, 2nd yr.,

2, con. Mechanical Draw

Arithmetic 108, '

Harmony 110 (F

Physical Ed. 51,

con. Qualitative Ana

111

Ed. Psychology

Reading 1, El.

Central Michigan Normal School			SCHEDULE OF CLASSES—FALL TERM 1921-1922							
DEPARTMENT	INSTRUCTOR	ROOM	8:00—9:00	9:00—10:00	10:00—11:00	11:00—12:00	1:00—2:00	2:00—3:00	3:00—4:00	4:00—5:00
AGRICULTURE	Cobb	Sc. 107	Soil and Farm Crops 114	Breeds and Breeding 103	*Soil Physics 111	*Soil Physics 111, con.	*Farm Crops & Forestry 104			
BIOLOGY	Woldt	Sc. 203	Zoology 107		Insects & Plant Diseases 108	*Heredity 109	Nature Study 101, T. C.			
COMMERCE	Barnes	M 1	Accounting 102	Accounting 102, con.	Business Organization 110				Penmanship	Penmanship
	Davenport	M 8					Stenography 105	Typewriting		
ART	Wightman	M 15	History of Art 110	Drawing 101	Adv. Drawing 104			Comp. and Design 106		
	Instructor	M 13			Drawing 101					
ENGLISH		M 11	Composition 2, El. R.			Written English 101		Grammar 102, T. C.		
	Barnard, E. A.	M 9		English 103, T. C.	Masterpieces 114	*Am. Literature 106	Written English 101			
	Miller	M 11	*Tennyson 117	English Literature 118						
GEOGRAPHY	Calkins	Sc. 207		*Relation of Geography to History 107	Prin. of Geography 101, T. C.		Geography 1, El. & A. R.	Principles of Geography 101, T. C.		
HISTORY AND THE SOCIAL SCIENCES	Larzelere	M 14	Current History 110			Bible History 117	*Am. Political Parties 114		History 104, T. C.	
	Burt	M 16		U. S. History 1, El. R.	*European History 116		European History 105	Expansion of Europe 118		
HOME ECONOMICS	Hogue	M 12		Home Economics 115, T. C.	Foods 111	Foods 111, con.	Sewing 107			
KINDERGARTEN	Emmons	Sc. 204					Ed. Toys 101	Child Study 103		
FOREIGN LANGUAGES	Barnard, A. M.	M 21	French, 1st yr., 101		Adv. Latin 113 and 116		French, 2nd yr., 104	*Adv. French 107	*Adv. Latin 120	
	Instructor	M 17	Latin, 2nd yr., 104	Latin, 3rd yr., 107				Latin, 1st yr., 101		
MANUAL ARTS	Troutman	Tr. Sch.	Pattern Making 104	Pattern Making 104, con.	Woodwork 101 and 102	Woodwork 101 and 102, con.	Mechanical Drawing 108			
MATHEMATICS	Pearce	Sc. 301	Trigonometry 101	Arithmetic 108, T. C.			Arithmetic 108, T. C.	*Calculus 105		
	Instructor					Geometry 8, A. R.			Algebra 5, El. R.	
MUSIC	Powers	M 20	Supervisor's Music 104 A		Voice Culture 105			Music 104, T. C.		
	Craw	M 18				Music, El. & A. R.	Harmony 110 (Brillhart)	Elements of Music 101		
PHYSIOLOGY AND PHYSICAL EDUCATION	Tambling	Gym.	Physiology 104		Ed. Hygiene 101, T. C.				Basketball 1 and 2	Physical Examinations
	Simmons	Gym.				Physical Ed. 1, M.		Theory of Athletics 109	Football	Football
	Ronan	Gym.		Theory of Athletics 110						
	Sherwin	Gym.				Physical Ed. 58, W.	Physical Ed. 51, M. & W.			Physical Ed. 57, W.
	Instructor	Gym.		Physical Ed. 1, W.	Physical Ed. 1, W.	Physical Ed. 52, W.		Physical Ed. 1, W.	Physical Ed. 4, W.	Physical Ed. 3, W.
PHYSICS AND CHEMISTRY	Brooks	Sc. 306			College Physics 103	College Physics 103, con.	Qualitative Analysis 113	Chemistry 111	Chemistry 111, con.	
PSYCHOLOGY AND EDUCATION	Rowe	Sc. 101	Ed. Psychology 101		Ed. Psychology 101	*Clinical Psychology 111		Ed. Psychology 101		
	Instructor	Sc. 102		*Social Aspects of Ed. 106	Ed. Psychology 101, A. R.		Ed. Psychology 103		Ed. Psychology 101, Ltd.	
READING AND SPEECH	Beddow	M 19	Reading 104, T. C.	Public Speaking 101		Public Speaking 105 Monday or Thursday	Reading 1, El. R.	Reading 104, T. C.		
RURAL SCHOOLS	Kelley	M 8			Sch. Management 1, E. R.			Rhetoric 7, A. R.	Arithmetic 1, El. R.	

1.

*Bacteriology 1

Stenography 10

Applied Desigr

Mythology 108

Adv. English

Geography 2, F

Government 10

European Histo

Sewing 108

Kindergarten 1

French, 2nd yr

Music 104, T.

El. of Music 1

Physical Ed. 5

Physical Ed. 1

n. Quantitative A

110

Ed. Psychology

Reading 2, El.

Central Michigan Normal School

SCHEDULE OF CLASSES—WINTER TERM 1921-1922

DEPARTMENT	INSTRUCTOR	ROOM	8:00—9:00	9:00—10:00	10:00—11:00	11:00—12:00	1:00—2:00	2:00—3:00	3:00—4:00	4:00—5:00
AGRICULTURE	Cobb	Sc. 107	Farm Animals 115	*Feeds and Feeding 109	Agri. Chemistry 114	Agri. Chemistry 114, con.		Agriculture 1, El. and A. R.		
BIOLOGY	Woldt	Sc. 203	Agricultural Botany 103	Zoology 106	Botany 1		*Bacteriology 104			
COMMERCE	Barnes	M 1	Business Law 104	Penmanship	Accounting 101	Accounting 101, con.				Pennmanship
	Davenport	M 3					Stenography 106	Typewriting 108		
ART	Wightman	M 15		Drawing 105, T. C.	Drawing 102		Applied Design 107		Blackboard Sketching 108	
	Instructor	M 13			Drawing 101	Drawing, El. and A. R.				
		M 11	19th Century Writers 121			Written English 101	Mythology 108	Grammar 102, T. C.		
ENGLISH	Barnard, E. A.	M 9	Written English 101		Lit. for Rural Schools 4, ELR.		Adv. English Writing 116	English 103, T. C.		
	Miller	M 11		English Literature 119	The Short Story 109			Library Methods 107 (Converse)		
GEOGRAPHY	Calkins	Sc. 207		Commercial and Industrial Geography 102	Prin. of Geography 101, T. C.	Regional Geography 104	Geography 2, El. and A. R.			
HISTORY AND THE SOCIAL SCIENCES	Larzelere	M 14	History of Michigan 112		History 104, T. C.		Government 104A, T. C.	*Economics 108		
	Burt	M 16		U. S. History 2, El. R.		English History 101	European History 106	*Expansion of Europe 119		
HOME ECONOMICS	Hogue	M 12			Foods 112	Foods 112, con.	Sewing 108			
KINDERGARTEN	Emmons	Sc. 204					Kindergarten 102, T. C.	Kind. Pri. Ind. Arts 101, A.		
FOREIGN LANGUAGES	Barnard, A. M.	M 21	French, 1st yr., 102	*Modern Language 110, T. C.	Adv. Latin 114 and 117		French, 2nd yr., 105	*Adv. French 108	*Adv. Latin 121	
	Instructor	M 17	Latin, 2nd yr., 105	Latin, 3rd yr., 108				Latin, 1st yr., 102		
MANUAL ARTS	Troutman	Tr. Sch.	Manual Arts 106	Machine Drawing 109	Woodwork 103	Woodwork 103, con.				
MATHEMATICS	Pearce	Sc. 301	College Algebra 102	Arithmetic 108, T. C.				*Calculus 106	Algebra 6, El. and A. R.	
	Instructor					Geometry 9, A. R.				
MUSIC	Powers	M 20	Form and Composition 116	Voice Culture 105		Dramatic Music 117	Music 104, T. C.	Adv. Sightsinging 103		
	Craw	M 18			Harmony 111 (Brillhart)		El. of Music 101			
PHYSIOLOGY AND PHYSICAL EDUCATION	Tambling	Gym.		Theory of Gymnastics 107	Adv. Physiology 105	Ed. Hygiene 101, T. C.		Ed. Hygiene 101, T. C.		
	Simmons	Gym.				Physical Ed. 2, M.			Indoor Track	Basketball
	Ronan	Gym.		Theory of Gymnastics 106						
	Sherwin	Gym.	Physical Ed. 60, W.				Physical Ed. 59, W.	Physical Ed. 53, W.	Physical Ed. 54, W. (3:45-4:15)	
	Instructor	Gym.	Physical Ed. 2, W.	Physical Ed. 2, W.			Physical Ed. 1, W.	Physical Ed. 2, W.	Physical Ed. 3, W.	Physical Ed. 4, W.
PHYSICS AND CHEMISTRY	Erooks	Sc. 306			College Physics 101	College Physics 101, con.	Quantitative Anal. 115	Chemistry 112	Chemistry 112, con.	
PSYCHOLOGY AND EDUCATION	Rowe	Sc. 101		Ed. Psychology 101, Ltd.	Ed. Psychology 103, Ltd.	*Individual Psychology 110		Ed. Psychology 101		
	Instructor	Sc. 102	Ed. Psychology 102	Ed. Psychology 102	E. Psychology 103, A. R.		Ed. Psychology 102			
READING AND SPEECH	Beddow	M 19		*Modern Plays 108	Dramatic Reading 103	Public Speaking 105	Reading 2, El. R.	Reading 104, T. C.		
RURAL SCHOOLS	Kelley	M 8				Rural Sch. Adm. and Supervision 102		Rural Sociology 101	Arithmetic 2, El. R.	

1-1922

1:00

Agri. Sociolo

Nature Study

Stenography

Grammar 102

*Ad. Rhetori

Geography 3,

Sociology 11

European Hi

Sewing 109

Lit. for Child

French, 2nd

Manual Arts

General Mat

Hist. of Mus

El. of Music

Ed. Hygiene

con

Reading 3,

Central Michigan Normal School

SCHEDULE OF CLASSES—SPRING TERM 1921-1922

DEPARTMENT	INSTRUCTOR	ROOM	8:00—9:00	9:00—10:00	10:00—11:00	11:00—12:00	1:00—2:00	2:00—3:00	3:00—4:00	4:00—5:00
AGRICULTURE	Cobb	Sc. 107		Gardening 105			Agri. Sociology 110	Agriculture 2, E. & A. R.	Horticulture 112	
BIOLOGY	Woldt	Sc. 203	Nature Study 101, T. C.	Field Biology 105	*General Science 102, T. C.		Nature Study 101, T. C.	Botany 2, A. R.	Nature Study 4, E. & A. R.	
COMMERCE	Barnes	M 1			Accounting 103	Accounting 103, con.			Permanship	Permanship
	Davenport	M 8					Stenography & Type. 109	Typewriting		
ART	Wightman	M 15	Drawing 103	Blackboard Sketching 108	Drawing 102			History of Art 110		
	Instructor	M 13	Drawing 101							
		M 11	Written English 101		The Novel 105		Grammar 102, T. C.	English 103, T. C.		
ENGLISH	Barnard, E. A.	M 9	Shakespeare 122		English Grammar 6, El. R.		*Ad. Rhetoric 104	Written English 101		
	Miller	M 11		English Lit. 120		Modern Poetry 115				
GEOGRAPHY	Calkins	Sc. 207		Topography 103	Geog. Materials and Methods 108, T. C.		Geography 3, El. R.	Geography of Europe 105		
HISTORY AND THE SOCIAL SCIENCES	Larzelere	M 14	History 104 T. C.	*Am. Foreign Relations 115		U. S. Civics 5, A. R.	Sociology 111			
	Burt	M 16		U. S. History 3, El. R.		English History 102	European History 107	Mich. Gov't. & Sch. Law 4, E. R. (Robinson)	*Democratic Revolution 120	
HOME ECONOMICS	Hogue	M 12		Nursing & Home Man'g't 113	Foods 110	Foods 110, con.	Sewing 109			
KINDERGARTEN	Emmons	Sc. 204					Lit. for Children 104	Kg. Pri. Ind. Arts. 101 A		
FOREIGN LANGUAGES	Barnard, A. M.	M 21	French, 1st yr., 103	*Latin 119, T. C.	Adv. Latin 115-118		French, 2nd yr., 106	*Adv. French 109	*Adv. Latin 122	
	Instructor	M 17	Latin, 2nd yr., 106	Latin, 3rd yr., 109				Latin, 1st yr., 103		
MANUAL ARTS	Troutman	Tr. Sch.	*Pattern Making 105	*Pattern Making 105, con.	*Arch. Drafting 111	Woodturning 107	Manual Arts 106			
MATHEMATICS	Pearce	Sc. 301	Analytics 103		Arithmetic 108, T. C.		General Mathematics 107		Surveying 109	
	Instructor								Algebra 6, A. R.	
MUSIC	Powers	M 20	Musical Appreciation 115			Voice Culture 105	Hist. of Music 114	Music 104, T. C.		
	Craw	M 18					El. of Music 101	Harmony 112 (Brillhart)		
PHYSIOLOGY AND PHYSICAL EDUCATION	Tambling	Gym.	Adv. Hygiene 102		Ed. Hygiene 101, T. C.		Ed. Hygiene 101, T. C.		Tennis 1 and 2	Adv. Tennis, M. & W.
	Simmons	Gym.				Swimming, M		Track	Baseball	Baseball
	Ronan	Gym.		Plays & Playgrounds 108	Anatomy and First Aid 103					
	Sherwin	Gym.				Physical Ed. 55, W		Physical Ed. 61, W.	Physical Ed. 62, W	Physical Ed. 56, W.
	Instructor	Gym.		Physical Ed. 3, W	Physical Ed. 3, W.	Physical Ed. 4, W		Physical Ed. 3, W.		Physical Ed. 2, W.
PHYSICS AND CHEMISTRY	Brooks	Sc. 306	*Astronomy 120		College Physics 102	College Physics 102, con		Qualitative Analysis 113		
PSYCHOLOGY AND EDUCATION	Rowe	Sc. 101	Ed. Measurements 114	Ed. Psychology 103		Primary Methods 112		*Mental & Sex Hygiene 107		
	Instructor	Sc. 102	Ed. Psychology 103		*Hist. of Education 104	Ed. Psychology 103		Ed. Psychology 102		
READING AND SPEECH	Beddow	M 19		Dramatic Reading 104	Reading 104, T. C.	Public Speaking 105	Reading 3, E. & A. R.			
RURAL SCHOOLS	Kelley	M 8			Rural Sociology 3, A. R.	Rural Sociology 101			Arithmetic 2, A. R.	

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